Teachers' Quarterly

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Foreword

We are back from the Zonal Conference of Extension Service Departments which was held at Cuttack in March 1959. It was interesting to know how the teachers of Bihar, Orissa and Assam are trying to organise themselves with the help of the Extension Service Departments of various Training Colleges. Just like teachers of West Bengal, they are having periodic meetings and seminars to discuss various school problems and their solutions. The Extension Services' Departments are offering them refresher courses, demonstration lessons, library services and audiovisual aids according to their requests and their requirements. Most of their problems also are very much the same as ours.

One of our chronic problems is the teaching of English. It is not only a question of acquainting the teacher with uptodate methods of teaching English but the teacher's own knowledge of English and no less a question of his ability to speak English fluently. The trained teachers who had offered the method of teaching English as one of their subjects in B.T. are theoretically acquainted with the modern methods, but these methods require a facility in speaking English for proper application, which most of the teachers neither possess nor have the opportunity to acquire. Refresher courses for teachers of English should, therefore, not only include the uptodate, scientific methods of teaching English, but give practical help and actual practice in their use in the classroom.

The standard of English in a school can be substantially improved only when the teachers know modern methods and can and do use them. This is as important — or perhaps more so — in the lower classes, where the teaching of English begins,

as in the top classes. In fact, it is extremely difficult, if not impossible, to improve the standard of English in the classes, without introducing improved methods from the beginning.

The Coordinator's report gives an account of experiments planned by certain schools to introduce scientific structural methods of teaching English from the lowest classes. The teachers conducting such experiments will receive regular guidance by an Extension Services' Department.

We may also have a method-cum-content refresher course in English with the help of the British Council and other exports during the summer vacation, if there is a sufficient demand for the same schools that are interested in such a course are requested to contact us immediately.

Other courses may also be held simultaneously.

We have received requests for short courses on the maintenance of cumulative record cards and the teaching of Logic and Psychology theoretical and practical.

Schools interested in the above mentioned or in other subjects are requested to send their requirements at an early date, so that our vacation courses may be planned for the maximum benefit to the maximum number of schools.

"If guidance is to be developmental and preventive as well as curative, it is obvious that the guidance programme should have a vital influence on the continuous reorganisation of the curruculum. . . . The secondary school guidance programme must be effective in providing positive, worthwhile curricular experience for all pupils."

(Guidance in the Secondary School
by Shirley. A. Hamrin & Clifford. E. Erickson)

THE CUMULATIVE RECORD CARD

By

PROF. D. MAHANTA

Immediately after our Board of Secondary Education issued their circular-letter directing all the secondary schools of the State to introduce Cumulative Record Cards in respect of their pupils, there started a regular commotion amongst the heads and other teachers of most of the secondary schools. 'How are these cards to be maintained ?' 'Who are to maintain them ?' 'How should the new practice be incorporated into the usual system of our school administration ?' 'Is it quite proper on the part of our authorities to charge, with such a taxing responsibility, the teachers of our schools who are already so over-burdened ?' — questions like these, and many more of them, troubled the complacence of our teachers and school-adminstrators. We, at our Bureau of Educational and Psychological Research, were practically flooded with queries in this respect. Many a school organised meetings of the teachers, on an individual or zonal basis, sometimes under the auspices of the Departments of Extension Services, to discuss the question in detail with a view to finding out possible ways and means for the immediate solution of the problem. At the initial stage, many of these discussions ended for most of the participants in a 'blooming buzzing confusion', a sort of hazy though interesting picture of the issue at hand. But then, there was ample manifestation of zeal and fervour, eagerness and enthusiasm, interest and effort, on the part of the attending teachers.

The reaction, on the whole, has been fairly satisfactory and Mrs. Karlekar has perhaps justifiably described it as a 'flutter in the dovecotes'. The Secondary Education Commission suggested the introduction of Cumulative Record Cards by way of reforming the present system of evaluation obtaining in our schools. Neither the existing type of internal examination in our schools nor the current type of external examination conducted by the Public Statutory Bodies can give an accurate or adequate picture of the pupils' actual achievement, far less the trend of their progress in different subject areas or an idea of their personality as developed through school experiences. The Commission therefore desired that the cumulative records so introduced would not only give a clear idea of the pupils' attainments in different subjects of an integrated curriculum for a particular stage of education but it would also embody a progressive evaluation of the other important aspects of their personalities, e.g., interests, aptitudes, habits and social adjustments, physical, emotional and cultural traits.

The All India Council for Secondary Education thoroughly examined the issue and suggested that something should be done in this respect. Accordingly our Board of Secondary Education have now come up with two new measures, (1) the maintenance of Cumulative Record Cards and (2) the introduction of objective tests.

We are concerned here only with the first one, namely, the maintenance of Cumulative Record Cards. But before we start discussing the maintenance of the Cumulative Record Cards, let us say something about the Cumulative Record Card itself. What is this Cumulative Record Card ? What are its implications ? Are we to understand that the introduction of the Cumulative Record Card means nothing more than that the schools should henceforth be using the eight-page folder-record-card in place of the existing one-page or two-page progress reports ? In other words, does the introduction of the Cumulative Record Card demand only an elaboration of the assessment

procedures in our schools? Or, does it imply something more than a *quantitative change?* To me, it appears that it should mean something more; it should imply a qualitative change of far-reaching importance, and not merely a few additions to the existing system of maintaining progress reports. In fact, this should be the proper interpretation of the new practice, an over-all change in the *nature* of school-assessment. In a sense, it should signal the advent of the concept of '*evaluation*' in the field of secondary education. This is, perhaps, the underlying significance of the Commission's recommendation. The narrowness of our interpretation will surely lead us to difficulties. If the introduction of Cumulative Record Card is not viewed by us as only a *tool* to be used with advantage in the new system of secondary education, vitalised with the incorporation of desired reforms, we would always fail to appreciate the value of this card and consequently we would be apprehending troubles from it. If this card is considered to be a *symbol* of an evaluation-reform, we can never expect to maintain it properly unless and until we modify our existing school practices to suit the changed objectives. If we are to satisfactorily use our Cumulative Record Card, we must first of all learn to think in terms of the modified values of education, learn to practise as per the requirements of the changed concepts, ideas and ideals. Man's education does never admit of any 'piecemeal' change or reform. Any change of real value brings with it a new orientation, a new perspective, cumulating in a significant alteration of the whole set-up. This perhaps explains, to some extent at least, the bewilderment of many of our teachers who could not readily follow how, in existing set up of things, the Cumulative Record Card could be satisfactorily maintained. The stumbling block of our inadequacies and insufficieencies in the prevailing system should not however be regarded as insurmountable. In a sense, the introduction of the Cumulative Record Card may be regarded as a challenge against all these inadequacies and insufficiencies. Let the Cumulative Record Card help us to turn our eyes to these difficulties and let us be inspired to accept the challenge and do our mite to reach the goal in spite of all opposition. Let us see how much of these inadequacies and insufficiencies is due to external factors lying beyond our control and how much is due to us, i.e., to our failings or misgivings, our indifference or self-complacency.

Let not this temporary 'flutter' end in a disorderly flight forcing us thereby to live an ignoble life; let us not be benumbed by the sudden impact of this great force. Contrarily, let us rise to the occasion; let us sieze this valuable opportunity to stage back an organised fight against all that is undesirable and unholy. Let us feel in the heart of our hearts that it is a boon rather than a course. Let this be our guiding motto—"Awake, arise or be for ever fallen."

On the other hand, the administrators of secondary education have got to do something by way of helping the half-dazed teachers to cross the difficult hurdles on the way. They must also be fighting alongside, and in full co-operation with, the struggling teachers against the heavy odds of inadequacies and insufficiencies. Arrangements for proper in-service training should immediately be made, through workshops and seminars, to equip the teachers with relevant knowledge and information about the methods or techniques appropriate for the purpose. The school personnel should never be allowed to get themselves much involved in financial troubles in their attempt to effect some improvements in the general condition of the school-life which, for all practical purposes, would be considered as absolutely essential. Immediate steps should also be taken to include systematic training in the maintenance of Cumulative Records in the B.T. or B.Ed. courses. And finally, provision should at once be made for proper recognition of these Cumulative Record Cards in the subsequent life and career of the pupils concerned. Truly speaking, this is perhaps the most important thing that we should do to boost up the *morale* of the fighting teachers, to give them back their prestige and authority, to help them regain their lost status.

The best way to do that is to replace the existing system of Public Examinations by the School Leaving Certificate based on the findings of the Cumulative Record Card. This will go a long way to revive the teachers' faith in their own power of judgment and value-discrimination. It will also make the teachers highly conscious of their sacred duties so that they would think twice before they propose to put anything on record. But are we progressive enough to think in terms of such revolutionary changes?

The Secondary Education Commission recommended the award of such certificates in stages below the School Final. They even suggested that the final Public Examination need not be compulsory for all; but pupils completing the secondary course should get Schol Leaving Certificates based on school records testifying to their progress and attainments in different directions. (Vide Commission's Report — p. 151). In regard to the question of reliability of these certificates the Commission rightly pointed out that the only way to make the teachers' judgments reliable was to rely on them. The Norwood Committee (England) in their report on 'Curriculum and Examination in Secondary Schools' suggested that a school certificate based on the teachers' judgments and on the findings of the Cumulative Record, should furnish all possible information of real value about the child and that the practice would at the same time enhance the possibility of preserving the academic freedom of the Secondary School organisations.

There is, however, the vexed question of *variability in standard* in respect of the certificates issued by different schools and in order to put a useful check on this point, we may perhaps think of an External Public Examination. The Secondary Education Commission while recommending such an examination under the responsibility of a properly constituted authority suggested that the form of the certificates to be awarded should be changed so that they would mention, along with the marks secured by pupils in different subjects in the Public Examination, the results of the school tests and other important findings from the Cumulative Record Card. The Commission desired that the Authorities concerned should prescribe a form wherein the school could fill in some of the details from the school Cumulative Record, while the results of the Public Examination in detail would be entered by the Examining Body.

It appears to me that the form of the certificates should be so devised, and they should be so treated, that both the authorities, the Public Body conducting the external examination and the school organisation doing the internal assessment, are given equal importance. It should, however, be frankly admitted that these suggestions, if accepted and followed, would necessarily bring in a series of complicated changes and even some problems in the field of secondary school administration.

I would like to put in here, a personal scheme of mine for the consideration of all.

Let us decide that we should henceforward be considering the School Leaving Certificate as the only basic document about a pupil and let the Certificate issued on the results of any Public Examination be an appendage to it. Let us, at the same time, change the nature of our Public Examination Certificates. Instead of having categorisations of the type, 'Pass' (1st Division, 2nd Division or 3rd Division) and 'Fail', let these certificates bear testimony about 'pass' only, either at the advanced or ordinary level. Let the existing concept of 'pass' also be disintegrated, i.e., let there be not one collective or over-all 'pass', but 'passes' in *different* subjects severally (e.g., 'pass' in Bengali at the ordinary level, 'pass' in Mathematics at the advanced level, 'pass' in English at the ordinary level and so on.

If we can contemplate things of such nature, it may be possible for us to derive the maximum advantage out of these Cumulative Record Cards; otherwise, these cards will in no way prove to be better than the usual type of the 'progress reports' ordinarily maintained in our schools at present.

(To be continued)

Group Reports

WORKSHOP ON CUMULATIVE RECORD CARDS

Report of the Group on Co-curricular Activities

(a) *Games and sports* :— Definition — Games and sports are those activities by which mental recreation and physical exercises are made under regular rules and methods.

There are two kinds of games :—
(*a*) Outdoor Games.
(*b*) Indoor Games.

Outdoor Games — Balance Race, Relay Race, Flat Race, Badminton, Basket Ball, Volley Ball, Drill etc.

Indoor Games — Wordmaking, Building Blocks, Musical Chairs, Pingpong, Carrom, Bagatelle, etc.

As the physical Instructress is in charge of Games & Sports so the ratings also will be done by her in consultation with the class-teachers. Ratings should be done twice a year. Then for entry into the Record card final rating also will be done by them in consultation with the Headmistress.

One or two periods should be alloted in a week for Games & Sports. If a child takes part in Games and Sports and attains success for four or five days in a month he will be rated as Above Average and the child taking part successfully for two days will be rated as Average and the others will be rated as Below Average. There is no hard and fast rule about the days the child takes part. The Excellence of performance may be considered.

(b) *Intellectual and Literary* :— Definition — By Intellectual and Literacy Activity we mean those activities which are helpful to the development of child's power of thinking, reasoning, understanding and knowing and expressing his ideas into language including written composition.

Kinds of work :—Debate, Magazine, Exhibition, Excursion (reporting by groups), Recitation, Essay Competition, School Newspaper, story-making by pictures and hints, scientific experiments on mathematical puzzles, etc.

The class should be divided into various groups for Debates, Magazine, School Newspaper and mathematical puzzles. One period in a week should be given for the execution of all this work. Monthly functions should be arranged for this purpose.

This class teacher will be in charge of this rating. Teachers of English, Bengali, Science and Mathematics will rate the child in different subjects. The Art teacher and Drawing teacher should be consulted. Ratings should be done twice a year. They should sit together wth the Headmistress on the chair and come to an agreed decision as to the final rating.

The students who will be successful in four items out of the above will be rated as Above Average and those attaining success in two items will be rated as Average and the remaining will be rated as Below Average. Excellence of perfection should be considered.

If a child participates in two items with great success she may be rated as Above Average.

(c) *Recreational* :— Definition — Activity which give refreshment to body or mind and imparts new vigour to the educand may be described as Recreational Activity.

Kinds of work :— Drama, Variety Programme, Picnic, Music, Excursion, Educational Tour, Recitation, etc.

For Recreational Activity there must at least be one in charge of two classes. It is best to have one in charge of one class only. The responsibility of rating will lie with the teacher-in-charge. The music teacher and the class teacher will help the teacher in charge. These three teachers will rate the child in different situations. The class teacher must accompany the children in educational tours. Before find rating they should sit together withe the Headmistress and come to an agreed decision.

If the child participates at least in four items and is successful he will be rated as Above Average and the child taking part in two items successfully will be rated as Average and the other children will be classed as Below Average.

(d) *Social Service* :— Definition — Services which is beneficial to any member of a society is known as Social Service.

Kinds of work :—

- (*a*) Helping the poor (by selling or purchasing T.B. Seals & Red Cross seals and by other possible means).
- (*b*) Adult Education.
- (*c*) Refugee Rehabilitation.
- (*d*) Nursing the sick.
- (*e*) Organising library and reading room.
- (*f*) Organising efforts to improve sanitary conditions.

Rating in connection with social service will be done by the class teacher after taking every possible information through various sources such as —

1. By understanding personal interviews with pupils as far as practicable.
2. By instructing Pupils to keep monthly personal Diaries.
3. By introducing parents inventory and pupils' inventory.

The inventories should be sent twice a year to the parents. There will be two ratings in a year and final ratings will be done in consultation with the Headmistress.

The child who takes part in three items will be rated as Above Average and the child taking part in two items will be rated as Average and the others will be rated as Below Average.

House system should be introduced. The activities should be done through the House by dividing the classes into three or four groups. All the students will participate but the responsibility of organising particular activities may lie with particular groups. All these activities should be arranged within a week before a long vacation twice a year is before Puja Vacation and Summer Vacation.

If it is not possible to get adequate information for all these Co-curricular Activities about a pupil the term not rated should be marked as such. (*For Inventory "See Bengali Section"*).

NAMES OF PARTICIPANTS :

Recorder — Anjali Ray, Ramjoy Seal Sishu Pathsala.

Convenor — Bijaya Gupta, Muralidhar Girls School; Krishna Banerjee & Sefali Sanyal, Pareshnath Balika Vidyalaya, Dhakuria; Sambhukali Mukherjee, Suniti Sikshalaya; Purnima Sen, Muralidhar Girls School.

Report of the Group on Interest

Aim—The aim of this group was to ascertain means to be adopted by teachers in order to find out the specific interests of the students and the best method of rating them.

Means in general—In general the means to be adopted for the purpose were classified in three groups.

I. Activities to be organised in the classroom.

(*a*) Through the daily exercises done in class both written and oral.

(*b*) Special exploratory activities relating the subject may be organised.

(*c*) The period of the absent teacher may be utilized : for instance at that time students may be allowed to choose and read books on different subjects and from the choice they make, an idea as to their interest may be formed.

(*d*) One or two periods from the usual time table may be taken for organising group discussions. There being several subjects on various topics, suggested by the teacher, the selection made by the students will indicate his line of interest.

(*e*) The general knowledge class may be utilised for the purpose.

(*f*) The help of the librarian may also be taken.

(*g*) From time to time free classes may be organised, i.e., the classes would be arranged according to subject and the students be allowed to choose the class they like to join. Their choice would indicate individual interest.

II. Activities to be organised in the school outside the classroom.

(*a*) Organising co-curricular activities such as exhibitions, excursion, recreational activities.

(*b*) Encouraging students to keep diaries and to go through these from time to time.

(*c*) Ideas may be gathered indirectly from the companions of the student.

(*d*) Organising projects.

(*e*) Debates.

(*f*) Question Box.

III. Activities to be organised outside school.

(*a*) By encouraging students to collect news and information so that through discussion or by questioning the line of interest may be ascertained.

(*b*) Hobby clubs.

(*c*) Encouraging students to have scrap books.

IV. The help of questionnaire and psychological tests also may be utilised from time to time.

The next point discussed was the activities to be organised for special subjects.

1. Linguistic Interest.

Literary gatherings, debate, essay competition, magazine wall newspaper, etc. will help to select the students interested in language study.

2. Interest in Science.

(*a*) Practical class.

(*b*) In lower classes the teacher while giving practical demonstration will find some students more eager than others.

(*c*) By observing the behaviour of the students it will be found that students having interest in science are lovers of details, analytic minded, keen observers, more systematic.

(*d*) Science clubs and science exhibitions may be organised.

3. Technical Interest.

Scientific and technical interest seems to be rather overlapping. Many of the students might

have keen interest in both. On the whole it might be said that students who do well in the practical class, but cannot secure good marks in the theory paper are more interested in technicals while those doing well in theory paper but not so in the practical are interested in Science only.

4. Fine Arts (drawing, painting, music and needle work).

(*a*) From the scribblings in the rough note books or casual sketches done on the Black Board.

(*b*) Exhibitions or activities during school functions and festivals will help to select the students interested in these subjects.

5. Agriculture and Commerce.

Much time was not given over to the matter for most of the girls' schools cannot provide these subjects.* Only it was mentioned that interest in Botany should not be mixed up with that in Agriculture.

6. Interest in Household work.

(*a*) Excursions, camp life and other functions and festivals will help to bring this out.

(*b*) If required, activities such as decorating the class room or hall, cleaning the room, cooking, dying clothes for the drama etc. may be organised to create special situations.

(*c*) Information may be gathered from the guardians.

Ratings — It has been recommended regarding rating of the students as for interest in special subjects that a definite and clear plan has to be made so that (*a*) the points of observation, (*b*) the period of observation, (*c*) sets of situations and (*d*) observers, are made definite.

1. Points of observation.

(*a*) One trait at a time should be observed so that observations of other traits do not interfere.

(*b*) The point of observation should be made clear to all the raters.

(*c*) Expected manifestations of the point should be thoroughly known by the raters.

2. Period of observation.

(*a*) Students should be divided into small groups and put under the observation of different raters so that for a certain time one rater observes only one definite set of students. After a reasonable time the group to be observed should be changed. If required, the help of the subject teacher may be utilised.

(*b*) The fixed time for observing a group should not be very long for otherwise the rater might get disinterested and biased.

3. Sets of Situations.

Occasions when the particular interest may be manifested should be made clear and preferably written out.

4. Observers.

(*a*) Prfereably there should be atleast three raters who will do the rating after consultation with each other.

(*b*) No rating should be done at first. Each rater should possess a diary in which should be noted only what manifestation has been observed on what occasion. Later all the raters should sit together and the rating should be done on the average of the findings of all the raters.

(*c*) Unless there is an absolute necessity one teacher should not be given to do the rating.

5. If the rating is done studentwise from the beginning the chance is that the raters will be biased hence the rating should be done first interest-wise and then studentwise. That is the raters should first find out which of the students should be grouped under a particular interest.

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* *Note* — Two girls' schools in Calcutta are, at the present, providing commerce courses for girls at the higher secondary stage. — ED.

Scale — It was suggested that a five point scale is preferable to a three point one.

(*a*) Having very high interest.
(*b*) Having high interest.
(*c*) Having average interest.
(*d*) Having interest below average.
(*e*) Having no interest.

It is likely that there will be a hesitancy to classify as "a" or "e" and most of the names will range between "b" "c" "d" and then it can be reverted into a three point one. Otherwise the tendency will be to classify most of the students as average, i.e., "B" and the other two columns will remain blank.

The interest of some of the students is likely to remain unexplored. These students should not be classified as average. On the other hand, they should be noted as not rated and observed more carefully by creating special situations.

Convener — Sri Gayatri Dutta, Lake Girls School.

Recorder — Sri Bela Roy, Ballygunge Siksha Sadan.

Other members present — Sri Indira Lahiri, Rishra Girls H. School; Sri Pratima Datta, Ballygunge Siksha Sadan; Sri Sabita Chatterjee, Konnagar Girls School; Sri Nira Sen, Kumudini Kanya Vidyalaya; Sri Anima Sarkar, Chittaranjan Girls School; Sri Bela Sanyal, Sakhawat Memo. Girls School.

"Human beings are in a continuous process of change, in a state of becoming. They might fittingly be spoken of as human 'becomings' instead of human beings. Individuals are unique; no two persons are exactly alike. This quality of uniqueness plus that of dynamic growth makes an understanding of all adolescents and of each particular adolescent both necessary and difficult."

(Guidance in the Secondary School,
by Shirley. A. Hamrin and Clifford. E. Erickson).

Report of the Group on Personality Traits

A special group to discuss personaliy traits was formed on 10.1.59 with 14 members.

The group first tried to enunciate the definition of the traits mentioned in the Cumulative Record Card. After long and detailed discussions, the folowing definitions were arrived at to supplement the definitions already given in the Circular of the Board of secondary Education.

1. Initiative — Ready to come forward to take up responsibility, offers new ideas, contributes something original.

The term becomes clearer if it is judged from two extremes. From the negative side, it means — one who always lags behind, wants to follow others and never wants to lead.

2. Industry — Hard-working, persevering. Hard-working inspite of all difficulties and distractions, makes concentrated effort, works steadfastly, diligently and earnestly (negative — disinclined to work hard, idle).

3. Responsibility — Follows up the work schedule scrupulously and never gives up until the work in completed, dependable, dutiful (negative-careless, works in slipshod manner, half-hearted worker).

4. Co-operativeness — Sociable in nature, eager to lend helping hand (negative — Selfish, egotistic).

5. Emotional Balance — not easily excited or depressed, generally looks cheerful in nature. (Negative — Highly sentimental, highly irritable, loose-tempered).

6. Self-confidence — works with conviction (negative — feels helpless when alone, apprehensive in nature).

7. Work-habits — systematic, methodical neat, punctual, careful (negative untidy, careless).

The group next discussed about rating. As regards the number of ratings, it was decided that rating should be done twice a year — once before the Puja vacation and the other after the Annual Examination.

In rating personality traits almost all the teachers concerned are involved as the pupils manifest differently under different situations. Under the exciting circumstances in schools, it is very difficult to arrange a meeting of all the teachers at a time. So considering all the possible difficulties, it was decided unanimously that at least the teachers teaching English, Bengali, Bengali, Mathematics, History, Geography, and Physical Education should shoulder the responsibility for rating. But in case of discrepancy or divergence of opinion that particular case or matter should be considered by a Board consisting of the Headmistress, the class teacher and the Careermaster.

The group next discussed about work situations under which the teachers must have planned actions which would help them to observe and watch their students, eg., through group discussions — the teachers may know about pupils co-operativeness, self-confidence, etc. There are some personality traits which are very difficult to observe in class-room situations — e.g., emotional balance. This particular trait is best watched outside the class-room through Group activities. It can be observed in the craft class, or in the Library.

While filing in the C.R. Card, the teachers must be alert to create new situations so that the pupils may be observed properly. The teachers must have new approaches or new modes of teaching by which the pupils can manifest themselves. For

this the teachers may introduce group discussions, activities in the class. Through these group activities various traits as co-operativeness, responsibility, etc. may be observed. The traits are judged better through extra-curricular activities. As for example in games clas or by arranging excursions or by making the pupils responsible for particular activities, the traits like initiative, leadership, etc. are observed.

It seems that at the initial stage, we may experience various difficulties and may face new problems. But it is hoped that in future all these problems may be solved and difficulties may be overcome as we proceed.

1. Geeta Ghose — Kamala Girls School.
2. Santi Das Gupta — Kamala Girls School.
3. Uma Sen — Brahmo Girls School.
4. Chinmoyee Sen — Ramjoy Sheel Sishu Pathsala.
5. Priti Chanda — Entally Hindu Balika Vidya Mandir.
6. Jyotsna Bardhan — Entally Hindu Balika Vidya Mandir.
7. Madhuri Roy — Lake School for Girls.
8. Chameli Sanyal — Peary Ch. Girls School.
9. Shewti Chatterjee — Risra Girls School.
10. Abhaya Devi Chowdhurany — Konnagar Grls School.
11. Sulekha Chakravarti — Gokhale Memorial Girls School.
12. Kanika Bhattacharyya — Binapani Purdah Girls' School.

"Guidance or personnel work represents organised effort on the part of the schools equipped with both a knowledge of the pupil and information as to opportunities of an educational, a social, and a vocational character to help the individual pupil to become adjusted to his present situation in such a way as to provide the greatest development for him and to aid in planning for his future."

(Guidance in the Secondary School
by Shirley A. Hamrin and Clifford E. Erickson)

Report of the Co-ordinating Committee

In this cold month of January 1959 teachers from different schools of Calcutta and suburbs had an opportunity to take a course on the maintenance of Cumulative Record Cards at the Institute of Education for Women at "Hastings House". We were about forty two of us in all. A formal meeting was held having Dr. D. N. Roy, the Principal of David Hare Training College to preside and Mr. Mahanto as the main speaker and organiser. This course was arranged by the Extension Services Department of the Institute.

We had a very interesting discussion on the subject and many of us placed our practical difficulties regarding the maintenance of the Cards in secondary stages. Specially in big schools of Calcutta it becomes a very difficult task to keep in personal touch with the students which is an essential factor for recording in Cumulative Cards. The teachers of today are so over worked with their class teaching that they hardly find any time to spend on close observation of the students. But however, there is one thing to note in favour of it and that is the teachers will be now compelled to make an attempt to know their students personally for the sake of noting their observations in their diaries and may have to guide them when occasion will demand.

In this connection we followed the workshop method for quick and easy progress of our work.

(*a*) Our work was on introduction of C.R. in schools.

(*b*) How the different items should be observed and noted.

(*c*) How the items are to be rated or what should be the basis for rating the different items.

(*d*) How the different traits of personality to be observed and rated.

(*e*) What are the different problems found in school and how these problems should be defined.

These above heads were taken separately and it was settled that we shall work in groups to collect all the information pertaining to different items laid down in the Card.

I was in the co-ordinating group and our business was to co-ordinate all the items together and give a final blending. So our treatment was different from the rest of the groups for we had to think out each item separately and then had to co-ordinate with the other items together. In our group we were five of us and all of us tried to supply as many points as we could to make our work comprehensive in every aspect.

To finalise our work we gave the following suggestions for the introduction, maintenance and working of the card.

On Cumulative Record Cards

How we should introduce Cumulative Record Cards in the School.

1. At first suggestions should be invited from all the teachers to give constructive suggestions regarding C.R.C. before giving our own suggestions so that their vanity is not wounded.

2. A small committee should be formed with teachers with the headmistress as its President. Each week there should be a meeting to discuss about the C.R. for the first three months.

3. Each teacher should maintain separate files for each student where the class teacher would note down observations regarding the students separately. Besides these, there should also be in-

information regarding interest, aptitude, personality, health, extracurricular Activities, work should be noted down.

4. As it is impossible for any individual teacher to observe all the aspects required for the Cumulative Cards the said committee can divide the work amongst groups of teachers who will note down the different aspects. It is desirable that the work should be divided according to the interests of the teachers so that the work does not become monotonous for them.

5. But each teacher should keep keen eyes on the students whom she teaches so that she may give a complete picture of the student concerned.

6. Each year the files of the students should be made over to the Class teacher of the next class, so that the noting is completed year to year.

7. There should be a file for each student concerned should be attached and maintained for information's sake.

8. Notings should come at the end of the year but the observation notes should be kept from day to day. But it is desirable that there should be at least wto observations on each item before they are finally entered in the cards.

INTEREST

Name of the Student — Shefali Dutta. Categories — Linguistic.

The following are the different items of C.R. and how these are to be noted :—

1. *Health Record :*

The information may be taken from the school inspection record kept by the Doctor or from the parents' letters when the student is absent from classes.

2. *Position of Responsibility held in School :*

(*a*) This can be obtained from the work done by the Class Captain or Monitor. There should be a list of names for class monitors and each week there will be a change according to the list given and thus all the students will be given a chance to show their capacity or efficiency in keeping the discipline of the class. Thus through this system leadership and other aspects of personality, etc. can be judged and fitness or unfitness for responsibility can thus be found out also.

(*b*) *House system :* Schools may organise house system taking the whole school into consideration. There may be four or six houses in the school and the students may be divided according to houses.

Different activities such as essay competition, drama, debate, sports, drill, collections or hobbies, may be organised as inter-house competitions where all the students will get an opprtunity to show their efficiency according to their own choice and thus all the teachers may get an opportunity to observe and note the interests and aptitudes of the students individually and make a correct estimation of the students, regarding their leadership as captain of the group or leaders of the different activities.

3. *Interest :*

This may best be judged through House System or activity methods. The school may also be divided according to different activities, through which artistic, technical, musical and commercial interests may be rated. Linguistic ability may easily be found out from the observation notes kept by the teachers of literature, or interest in household work and management may be observed from the remarks given by the Needle Work teacher or Domestic Science teacher or questionnaire may be drawn out to know the student's inclinications, kind of interest taken at home and his/her special likings and dislikings, help rendered at home, behaviour, etc., etc. The class library is

also an important source of information regarding a person's aptitude.

4. *School achievement :*

Only the three Periodical Examinations such as Quarterly, Half yearly and Annual Examination are not enough to know the achievement of a person so, we would suggest that the teachers should also introduce marking system in class work, so that there may be no question of chance. Some portion of marks should be alloted for class work done through out the year which should be added with the Annual Examination marks.

5. *Co-Curricular Activities :*

For Games and Sports, the Games teacher or Physical Instructor and Class teachers should keep note on observation and also the house marks obtained may throw some light on the student's capacity in them.

For Intellectual & Literary — The house marks obtained in essay, drama competitions and also through the literary clubs such as literature club, social studies club and magazine written by each house.

Recreational — This may also be noted from different activities of the students. The periodical functions held in schools such as Tagore's Birth-day, Netaji Day, Independence Day, Republic Day, School Foundation Day, etc., etc. are day's when the teachers get the best opportunity to observe and note the students interest in that sphere besides their school subjects.

Social service — With the help of questionnaire the teachers may observe the students' participation in social work. The guardians may also be taken into confidence in this respect.

N.C.C. Guide, etc., Scouting — This item is easy to note since nearly all the schools have their unit and a special teacher to conduct the team. The necessary notings may be done with his/her help.

6. *Personality :*

This is the most difficult but most important aspect of human life. It is very difficult to observe all the traits of Personality as there is little scope to observe them in different situations in school. How a person reacts in different situations is very difficult to note but it is desirable that the teachers should always keep eyes open and their ears too to observe everything if possible. There may be discussion classes apart from general routine bound classes where the teachers may introduce such topics through which the emotional balance of the pupils may be observed. Discussion classes can be taken through film shows, and students reaction to different situations may be observed and noted. For self-confidence work habits, class teachers with the help of all the subject teachers are competent enough to rate the pupils individually.

7. *Other Information :*

Regarding the nature of the behaviour — Problems the followings are noteworthy.

1. Boastfulness — i.e. over-estimation of self.
2. Laziness — i.e. lack of initiative, lethargy shown in work.
3. Untidiness — i.e. carelessness of self and want of neatness, not methodical in her work.
4. Aggressiveness — revengeful in dealings.
5. Timidity — i.e. lacking in self assertion.
6. Shyness — arising out of backwardness in the class, physical unfitness, backwardness due to psychological factors, e.g., being the only child of the parents, over cared.
7. Temper tantrams — easily irritable, and persistent in misbehaving.
8. Selfishness — self centred, unwilling to help others, unco-operative.
9. Deceitful — due to lack of knowledge, poor learning.
10. Extreme dependence — due to overcare, loneliness at home, does not show initiative, depends upon others.

11. Unmindfulness is specially seen in adolescent period.
12. Very Common Problems — Lying, Stealing and nervousness.

II. *Outstanding Skill :*

Outstanding skill or disability may be noted from different activities done by the students and nature of achievements. Disability may be observed from day to day participation.

III. *Courses of Study :*

From pupils hobby, co-curricuar activities, class library and marks obtained in different subjects and also a special kind of questionare should be drawn out to evaluate the students' inclinations and aptitudes.

IV. *Vocation :*

From kinds of crafts taken, his conduct, efficiency in the laboratory, kind of interest shown in particular subjects and marks obtained throughout the current year and previous years record, his types of collection kept in the social studies scrap book.

The following are the types of teachers who are mostly to be consulted :—

N.B. — When lying takes place habitually by any student then it is a problem.
Stealing — when a person suffers from Kleptomania or poor condition at home. Socially backward.
Nervousness — due to physical defect, or mentally backward in the class.

1. Teachers responsible for teaching Literature.
2. ,, ,, ,, ,, Crafts.
3. ,, ,, ,, ,, Arts.
4. ,, ,, ,, ,, Science & Domestics.
5. ,, ,, ,, ,, Social Studies.
6. ,, ,, ,, ,, Games & Sports.

Teacher's who are to write the Cumulative Record Cards should remember the following facts :

1. They should not hold any prejudice against any student.
2. They should closely observe a person when giving their final opinion about him/her.
3. They should have a plan when rating a person.
4. They should observe keenly and hold respect to all that the students do.
5. The teachers should try to know and understand the environment of the students.
6. They must have a friendly relationship with the students without loosing the emotional balance.

List of Participants in the Group

1. Jyotsna Ganguly — (Convener).
2. Sudha Guha.
3. Usha Chakravarty.
4. Abha Paul.
5. Lila Dasgupta.
6. Gita Dey.
7. Purnima Dasgupta — (Recorder).

"It is not to be expected that a careful and scientifically planned programme of guidance can be set up in a secondary school in any one year when the principal guidance functionaries are to be the teachers . . . . One of the difficulties with many educational innovations in the past has been that too much was expected from the new plans without allowing for growth and development on the part of those on whom the success of the plans depended."

(Guidance in the Secondary School
by Shirley, A. Hamrin and Clifford, E. Erickson)

Record of Practical Activities in Secondary Schools

By

SHAMSUDDIN

In recent years emphasis in education has been rightly shifted a little towards vocational usefulness. Some practical activities have been incorporated in school curriculum with the idea of acquainting pupils with crafts and activities which they might put to use after the completion of their school life.

The intentions and objects involved in this movement are indisputably sound. It is, however, doubtful whether putting all pupils to one kind of practical training is advisable. Psychology has stressed the phenomenon of 'Individual differences' in unmistakable terms. Individuals differ from each other not only in interest and tests for activities and occupations but also basically in their abilities to pick up various mechanical and perceptual operations.

Hence instead of introducing these activities as so many other subjects, these can be best used as indicators of the pupil's inclinations and potentialities in vocational field which may be later mobilised in his interests. These activities should be so conducted and records maintained in such a manner that information collected here should corroborate and supplement where necessary, the findings obtained from aptitude testing. In order to fulfil this objective it is essential that no restriction should be laid on the number of activities in which a pupil wants to take part. He should be allowed full scope to choose and all facilities to pursue them. Record presented at the end has that aim in view.

INSTRUCTIONS

(1) In column 2, 'genus' of the activity should me mentioned, i.e., mechanical, artistic, etc.

(2) Observation report has to be entered every week under two distinct heads :

(*i*) Efficiency : (E)

which refers to the quality and quantity of work produced by the pupil. Following code will be easy to adopt and also sufficient for the purpose :

— unsatisfactory
o mediocre
s satisfactory

(*ii*) Interest : (I)

It is very necessary to assess the interest which a pupil takes in his work apart from his efficiency. It goes a long way in effecting adjustment to our surroundings. The general mood and vivacity with which he does his work come under this caption.

The same code which is mentioned above may also be observed in this case.

(3) A pupil will always reveal himself more '*at* work' than '*through* his work'. General behaviour of the pupil while he is engaged in work should be observed, and significant remarks noted in this column.

(4) This column (5) is meant for practical suggestions which the instructor should fill in every month, stating desirability or otherwise of pursuing the craft, ways and means of improving etc.

PRACTICAL ACTIVITIES RECORD FORM

Name......................................

Class...... *Section*...... *Month*............

Address...................................

....*Age*............

1	2	3				4	5
Activities in which he participates	Nature of activities	Observation Report				General reactions while working	Criticism and suggestions by the observer
		1	2	3	4		

——: o :——

"The concept of secondary education formerly was that of selective, academic training for the few. Today, secondary education means the opportunity for the growth and development of all adolescents in social-civic responsibility, in worthy use of leisure time, in health and in vocational efficiency."

(Guidance in the Secondary School
by Shirley, A. Hamrin and Clifford, E. Erickson)

তথ্য সংগ্রহ

[সমুচ্চিত তথ্যাবলী সংগ্রহের উদ্দেশ্যে সমাজকলাণমূলক কাজের বিষয়ে তথ্য সংগ্রহের জন্য এই দুইটি প্রশ্নপত্রের ব্যবহার করা হয়]

শিক্ষার্থী সম্বন্ধে বিভিন্ন বিষয়ে তথ্য সংগ্রহ

ক

শিক্ষার্থীর নাম— শ্রেণী—

পিতা/অভিভাবকের নাম—

১। আপনার পল্লীতে সমাজকল্যাণমূলক কোন প্রতিষ্ঠান আছে কিনা?
২। যদি থাকে তবে প্রতিষ্ঠানগুলির নাম কি কি?
৩। যদি থাকে তবে আপনার কন্যা ঐ সকল প্রতিষ্ঠানে যোগদান করে কিনা?
৪। যদি করে কিভাবে করে এবং কখন করে?
৫। পল্লীর কোন অবৈতনিক বা নৈশ বিদ্যালয়ে সে অংশ গ্রহণ করে কিনা?
৬। সমাজকল্যাণমূলক কোনো অনুষ্ঠানে সে অংশ গ্রহণ করিয়াছে কিনা?
৭। দুঃস্থ ও পীড়িত লোকের সাহায্যের জন্য সে কোন কাজ করে কিনা?
৮। যদি করে কিভাবে করে?
৯। অবসর সময়ে আপনার কন্যা কী করে?
১০। আশ্রয়প্রার্থীর সাহায্যের জন্য আপনার পল্লীতে কোন প্রতিষ্ঠান আছে কি?
১১। যদি থাকে আপনার কন্যা কি সেখানে কোন সক্রিয় অংশ গ্রহণ করে?
১২। আপনার কন্যার লেখা কোনো প্রবন্ধ বা কবিতা মাসিক পত্রিকাতে প্রকাশিত হইয়াছে কিনা?
১৩। প্রবন্ধ বা কবিতা লেখার প্রতিযোগিতায় সে কোন পারিতোষিক লাভ করিয়াছে কিনা?
১৪। যদি পুরস্কার পাইয়া থাকে তাহার কোন নিদর্শন দেখাইতে পারিবেন কিনা?
১৫। আপনার পল্লীর খেলাধূলার ক্লাবে আপনার কন্যা যুক্ত আছে কি?
১৬। সেখানে কৃতিত্ব দেখাইয়া আপনার কন্যা কোন পারিতোষিক লাভ করিয়াছে কিনা?
১৭। যদি লাভ করিয়া থাকে তাহার কোন নিদর্শন আছে কিনা?
১৮। আপনার পল্লীর পাঠাগারে ও গ্রন্থাগারে আপনার কন্যা কোন অংশ গ্রহণ করে কিনা?
১৯। নীচের বিষয়গুলির মধ্যে কোনটিতে আপনার কন্যা বেশী আগ্রহান্বিত এবং সফলতার সহিত করিতে পারে (বিষয়টির নীচে দাগ দিন)?
খেলাধূলা, গান ও অভিনয়, কবিতা ও গল্প লেখা, সমাজকল্যাণমূলক কোন কাজ।

খ

শিক্ষার্থীর নাম—

শ্রেণী— ক্রমিক সংখ্যা—

(ক) তোমার পল্লীতে সমাজকল্যাণমূলক কোনো প্রতিষ্ঠান আছে কি ?
(খ) যদি থাকে তাহাতে তুমি কোন কাজ কর কিনা ?
(গ) যদি কর কীভাবে কর এবং কখন কর ?
(ঘ) বিদ্যালয়ের পড়াশুনা ছাড়া তুমি কী করিতে ভালবাস ?
(ঙ) অবসর সময়ে তুমি কী কর ?
(চ) কোন মহিলা সমিতির তুমি সভ্যা হইয়াছ কিনা ?
(ছ) যদি হইয়া থাক তাহাতে কি কি কাজ কর ?
(জ) তুমি প্রতি বৎসর T. B. Seal & Red Cross Seal ক্রয় বা বিক্রয় কর কিনা ?
(ঝ) তোমার পল্লীর বা বিদ্যালয়ের কোন দুঃস্থ ছাত্র ছাত্রীকে কখনও বই এবং অর্থদ্বারা সাহায্য করিয়াছ কিনা ?—যদি করিয়া থাক তাহার নাম কি ?
(ঞ) কোন নৈশ বা অবৈতনিক প্রাথমিক বিদ্যালয়ে তুমি অংশ গ্রহণ কর কিনা ?
(ট) তুমি কখনও কোন রোগীর শুশ্রূষা করিয়াছ কিনা ?
(ঠ) তোমার লেখা কোন প্রবন্ধ, গল্প বা কবিতা মাসিক পত্রিকাতে প্রকাশিত হইয়াছে কিনা ?
(ড) যদি প্রকাশিত হইয়া থাকে তাহার কোন নিদর্শন আনিতে পার কিনা ?
(ঢ) শিক্ষামূলক কোন প্রদর্শনীতে তোমার কোন নিদর্শন আনিতে পার কি ?
(ণ) খেলাধূলায় পল্লীতে বা অন্য কোথাও কৃতিত্ব দেখাইয়া কোনো পারিতোষিক লাভ করিয়াছ কি ?
(ত) তাহার কোন নিদর্শন দেখাইতে পার কিনা ?

কয়েকটি নূতন ধরণের প্রশ্নপত্র

বিষয়মুখী পরীক্ষা

ভারতের ইতিহাস

সময়—একঘণ্টা
পূরো নম্বর—১০০
প্রত্যেক প্রশ্ন—১

নিয়ম :—প্রত্যেক প্রশ্নের উত্তর একটি কথা বা নম্বর লিখে বা একটি চিহ্ন দিয়ে দিতে হবে।
—একধার থেকে প্রশ্নের উত্তর দিয়ে যাবে, আগে পাতা ওল্টাবে না।
—উত্তর না জানলে প্রশ্ন ছেড়ে যাবে—আন্দাজে লিখবে না।
—ক, খ, গ, ঘ, ঙ ও চ বিভাগে আলাদা রকমের প্রশ্ন আছে, প্রত্যেক বিভাগের বিশেষ নিয়ম পড়ে নেবে।
—প্রত্যেক বিভাগের প্রথমে একটি প্রশ্নের উত্তরের নমুনা দেওয়া আছে।

(ক)

এককথায় উত্তর দাও :—

নিয়ম :—প্রত্যেকটি প্রশ্নের উত্তর একটি কথায় পাশের রেখাচিহ্নিত স্থানে লিখে দেবে।

নমুনা :—মৌর্য সাম্রাজ্যের শ্রেষ্ঠ রাজা কে ছিলেন? ______ অশোক।

প্রশ্ন :—১। অভিজ্ঞান শকুন্তলের রচয়িতা কে ছিলেন? ______
২। গুপ্তবংশের কে প্রতিষ্ঠা করেছিলেন? ______
৩। বৌদ্ধশাস্ত্রপাঠের জন্য কোন বাঙালী পণ্ডিত জাভায় গিয়েছিলেন? ______
৪। চৈতন্যদেব কোথায় জন্মগ্রহণ করেন? ______
৫। সুলতান মামুদ প্রথমবারে ভারত আক্রমণ করার সময়ে কার সঙ্গে তাঁর যুদ্ধ হয়? ______
৬। বাবরের মৃত্যুর পর কে দিল্লীর সিংহাসনে বসেন? ______
৭। গ্রাণ্ডট্রাংক রোড কে নির্মাণ করান? ______
৮। ভারতের শেষ গভর্ণর জেনারেল কে ছিলেন? ______

(খ)

শূন্যস্থান পূর্ণ কর :—

নিয়ম :—প্রত্যেক প্রশ্নের ফাঁকা জায়গাটিতে ঠিক উপযুক্ত শব্দটি বসাতে হবে।

নমুনা :—আর্যজাতির নাম অনুসারে তাঁদের বাসভূমির নাম হয় ______ আর্যাবর্ত

প্রশ্ন :—১। বেদের চারিভাগ ঋক্, সাম——————ও অথর্ব।
২। প্রাচীনকালে অশ্বমেধ যজ্ঞের আগে একটি——————ছেড়ে দেওয়া হ'ত।
৩। জৈনধর্মের প্রচারকের নাম——————।
৪। বারাণসীর নিকট——————নামক স্থানে বুদ্ধদেব প্রথম ধর্মপ্রচার করেন।
৫। আলেকজাণ্ডার ও পুরুর মধ্যে যে যুদ্ধ হয় তা——————এর যুদ্ধ নামে খ্যাত।
৬। তোরমানের পুত্র——————এর রাজধানী ছিল পাঞ্জাবের শিয়ালকোটে।

৭। অশোক বৌদ্ধধর্ম প্রচারের জন্য তাঁর পুত্র মহেন্দ্র ও কন্যা——————কে সিংহলে পাঠিয়েছিলেন।
৮। অজাতশত্রু পিতাকে—————করে' সিংহাসনে আরোহণ করেছিলেন।
৯। থানেশ্বরের রাজার কন্যা রাজ্যশ্রীর কনৌজরাজ——————এর সঙ্গে বিবাহ হয়েছিল।
১০। ——————যুগকে ভারতের স্বর্ণযুগ বলা হয়।
১১। দিল্লীর দাসবংশের প্রতিষ্ঠাতা ছিলেন——————।
১২। ——————সোমনাথের মন্দির লুঠ করেন।
১৩। ——————তাঁর রাজধানী দিল্লী থেকে দেবগিরিতে স্থানান্তরিত করেন।
১৪। আকবর তাঁর রাজ্যকে——————টি সুবায় বিভক্ত করেন।
১৫। ——————এর রাজত্বকালে স্যার টমাস রো এদেশে আসেন।
১৬। ——————সিংহাসন শাহজাহান তৈয়ারি করিয়েছিলেন।
১৭। ঔরংজীব হিন্দুদের ওপর আবার——————কর বসিয়েছিলেন।
১৮। শিবাজীর মন্ত্রিপরিষদ্‌কে——————বলা হ'ত।
১৯। বালাজি বিশ্বনাথের মৃত্যুর পর তাঁর পুত্র——————পেশোয়া হ'ন।
২০। ঝাঁসীর রাণি——————নানা সাহেবের সেনাপতির সঙ্গে মিলিত হয়ে ইংরেজদের বিরুদ্ধে যুদ্ধ করেন।

(গ)

সত্যমিথ্যা :—

নিয়ম :—নিচে কতকগুলি কথা লেখা হয়েছে তারমধ্যে কতকগুলি সত্য আর কতকগুলি মিথ্যা। সত্যের পাশের বন্ধনীতে (✓) আর মিথ্যার পাশের বন্ধনীতে (×) চিহ্ন দাও।

নমুনা :—আর্যরা ভারতের উত্তরপূর্বের গিরিপথ দিয়ে এদেশে প্রবেশ করেছিলেন। (×)

প্রশ্ন :—১। মহেঞ্জোদাড়োর লেকেরা সভ্য ছিলেন। ( )
২। গ্রীক্‌গণ মগধ রাজ্য অধিকার করেন। ( )
৩। কণিষ্ক পুরুষপুরে তৃতীয় বৌদ্ধধর্ম সম্মেলনের আয়োজন করেন। ( )
৪। প্রচলিত ব্রাহ্মণ্যধর্মের সঙ্গে বৌদ্ধধর্মের সম্পূর্ণ মিল ছিল। ( )
৫। পালবংশের শ্রেষ্ঠ রাজার নাম ধর্মপাল। ( )
৬। বল্লালসেন বাংলার সেনবংশের প্রতিষ্ঠাতা। ( )
৭। দীপংকর জাহাজে করে' তিব্বতে গিয়েছিলেন। ( )
৮। জালালুদ্দিন দিল্লীতে খিলজিবংশের প্রতিষ্ঠা করেন। ( )
৯। জয়দেব সংস্কৃতে গীতগোবিন্দ নামে একটি গীতিকাব্য লেখেন। ( )
১০। হিউয়েন-সাং ত্রিপিটক পুঁথির সন্ধানে ভারতবর্ষে আসেন। ( )
১১। নরসিংহগুপ্ত বালাদিত্য মিহিরকুলের হাতে পরাজিত ও বন্দী হন। ( )
১২। সুলতানা রাজিয়া মোগলবংশের সম্রাজ্ঞী ছিলেন। ( )
১৩। বাবরের বাল্যনাম ছিল ফরিদ খাঁ। ( )
১৪। পাণিপথের তৃতীয় যুদ্ধ আকবর ও আদিলশাহের সেনাপতি হিমুর মধ্যে হয়েছিল। ( )
১৫। চিতোর পুনরুদ্ধার করতে না পারায় গভীর দুঃখ নিয়ে রাণা প্রতাপ শেষ নিঃশ্বাস ত্যাগ করেন( )
১৬। শিবাজীর আগে থেকে চৌথপ্রথা বর্তমান ছিল। ( )
১৭। রবার্ট ক্লাইভ মাদ্রাজের ইংরেজের কুঠিতে কেরাণীর কাজ করতেন। ( )
১৮। লর্ড ওয়েলেসলি বংগবিভাগ করেছিলেন। ( )
১৯। হায়দার আলির সঙ্গে লর্ড কর্ণওয়ালিসের যুদ্ধ হয়। ( )

২০। ১৭৬৫ খৃষ্টাব্দে ইংরেজরা বাংলা, বিহার ও উড়িষ্যার দেওয়ানি লাভ করেন। ( )
২১। বাংলাভাষায় প্রথম মুদ্রণযন্ত্রের পত্তন হয় হেষ্টিংসের শাসনকালে। ( )
২২। রাজারামমোহন রায় এদেশে ইংরেজিশিক্ষার প্রবর্তনের পক্ষপাতী ছিলেন। ( )
২৩। নেতাজি সুভাষচন্দ্র আজাদ্-হিন্দ্ ফৌজের প্রতিষ্ঠাতা ছিলেন। ( )
২৪। ভারত য়ুনিয়নের প্রথম রাষ্ট্রপতি পণ্ডিত জহরলাল নেহরু। ( )
২৫। প্রথম পঞ্চবার্ষিকী পরিকল্পনা অনুযায়ী চিত্তরঞ্জনে জাহাজ তৈরির কারখানা স্থাপিত হয়। ( )

(ঘ)

ঠিক উত্তর বাছ :—

নিয়ম :—বাঁদিকের প্রত্যেক প্রশ্নের উত্তরে ডানদিকে কয়েকটি করে' উত্তর দেওয়া আছে, প্রত্যেক জায়গায় যে উত্তরটি ঠিক সেটি রেখে দিয়ে ভুল উত্তরগুলি কেটে দাও।

নমুনা :—আর্যরা ভারতের কোথায় প্রথমে বসতি স্থাপন করেন? পাঞ্জাব। বাংলা x। মান্দ্রাজ x।

প্রশ্ন :—	উত্তর :—
১। হিন্দী কবিদের মধ্যে কে সর্বপ্রধান ছিলেন?	তুলসীদাস। কৃত্তিবাস। চণ্ডীদাস।
২। পালবংশের শেষ রাজা কে ছিলেন?	মহীপাল। দিক্‌পাল। রামপাল।
৩। বুদ্ধদেব কোথায় জন্মগ্রহণ করেন?	পাটলিপুত্র। উজ্জয়িনী। লুম্বিনী।
৪। আলেকজান্দার কোন দেশ জয় করেন?	পাঞ্জাব। পাঞ্চাল। মগধ।
৫। অশোককে কে বৌদ্ধধর্মে দীক্ষিত করেন?	দীপংকর। শীলভদ্র। উপগুপ্ত।
৬। কণিষ্কের রাজধানীর নাম কি ছিল?	তক্ষশীলা। মূলতান। পুরুষপুর।
৭। নবরত্ন কোন রাজার সভায় ছিলেন?	দ্বিতীয় চন্দ্রগুপ্ত। হর্ষবর্দ্ধন। বল্লালসেন
৮। বাংলায় কৌলীন্যপ্রথার প্রবর্তন কে করেন?	বল্লালসেন। লক্ষ্মণসেন। বিজয়সেন।
৯। তরাইনের যুদ্ধে কে নিহত হন?	মহম্মদ ঘোরী। জয়চাঁদ। পৃথ্বিরাজ।
১০। দিল্লীর প্রথম সুলতান কে?	ইলতুৎমিস। গিয়াসুদ্দীন। কুতুবুদ্দীন।
১১। এদেশে তামার নোটের প্রচলন কে করেছিলেন?	আলাউদ্দীন খিল্‌জি। মহম্মদ তুঘলক। নাসিরুদ্দীন।
১২। সুলতান মাহমুদের সঙ্গে কোন প্রসিদ্ধ মুসলমান পণ্ডিত ভারতবর্ষে আসেন?	আবুসিনা। আলবেরুণী। মার্কোপোলা।
১৩। মেবারের কোন দুর্গ সর্বাপেক্ষা বিখ্যাত?	চিতোর। কলিঞ্জর। প্রতাপগড়।
১৪। চাঁদরায় ও কেদাররায়ের রাজধানী কোথায় ছিল?	সোনারগাঁ। যশোহর। শ্রীপুর।
১৫। শিবাজি কোন অস্ত্র দিয়ে আফজলখাঁয়ের পেট চিরেছিলেন?	ছোরা। তলোয়ার। বাঘনখ।
১৬। শাহ্‌জাহানের বড় ছেলের নাম কি?	সুজা। দারা। মুরাদ। ঔরংজীব।
১৭। আইন-ই-আকবরী কে রচনা করেন?	ফৈজি। আবুল ফজল। বদাউনি।
১৮। আকবরের প্রবর্তিত ধর্মের নাম কি?	বৌদ্ধ। জৈন। দীনইলাহি।
১৯। জাহাংগীরের স্ত্রীর নাম কি ছিল?	মমতাজ। নূরজাহান। রাজিয়া।
২০। ভাস্কো-ডা-গামা উত্তমাশা অন্তরীপ ঘুরে ভারতের কোন বন্দরে আসেন?	বোম্বাই। কালিকট। কলিকাতা।
২১। ইংরেজরা কোন সালে সুতানুটি, গোবিন্দপুর, ও কলিকাতা এই তিন গ্রামের পত্তনী পেয়ে কলিকাতা শহরের পত্তন করেন?	১৬৫২। ১৭৫০। ১৬৯৮।

২২। কলিকাতায় কুঠিস্থাপনের প্রায় ষাট বৎসর পরে ইংরেজরা যখন নবাবের অনুমতি না নিয়ে ফোর্ট উইলিয়মের সংস্কার করেন তখন বাংলার নবাব কে ছিলেন ?	মীরকাশিম। মীরজাফর। সিরাজদৌলা
২৩। পলাশীর যুদ্ধে কে জয়লাভ করেন ?	সিরাজদৌলা। ক্লাইভ। উমিচাঁদ।
২৪। ঠগী দস্যুদলের কে দমন করেন ?	হেষ্টিংস। কর্ণওয়ালিস। ডালহৌসী। বেন্টিংক।
২৫। ভারতের জাতীয় কংগ্রেসের প্রথম সভাপতি কে ছিলেন ?	মহাত্মা গান্ধি। উমেশচন্দ্র বন্দ্যোপাধ্যায় দাদাভাই নৌরজি।

(ঙ)

উত্তর মেলাও :—

নিয়ম :—প্রত্যেক প্রশ্নে বাঁদিকের স্তম্ভে চারটি ও ডানদিকের স্তম্ভে চারটি করে' শব্দ লেখা আছে। বাঁদিকের যে যে শব্দের সঙ্গে ডানদিকে যে যে শব্দের মিল আছে বাঁদিকের সেই শব্দের নম্বর বাঁদিকের সেই শব্দের পাশের বন্ধনীতে বসাও।

নমুনা :—	১। বুদ্ধদেব।	আলেকজান্দার।	(৪)
	২। চন্দ্রগুপ্ত।	উপগুপ্ত।	(১)
	৩। অশোক।	সেলুকস।	(২)
	৪। পুরু।	অজাতশত্রু।	(৩)
প্রশ্ন :—(ক)	১। শেরশাহ।	তাজমহল।	( )
	২। আকবর।	জাহাংগীরগড়	( )
	৩। শাহজাহান।	গ্রাণ্ডট্রাংক রোড।	( )
	৪। জাহাংগীর।	ফতেপুর সিক্রি।	( )
(খ)	১। আবুলফজল।	সাহিত্যিক।	( )
	২। ফৈজি।	ঐতিহাসিক।	( )
	৩। সুরদাস।	গায়ক।	( )
	৪। তানসেন।	কবি।	( )
(গ)	১। ভারতে প্রথম তারব্যবস্থা	দামোদরের বাঁধ।	( )
	২। চিরস্থায়ী বন্দোবস্ত।	মহাত্মা গান্ধি।	( )
	৩। জাতির পিতা।	লর্ড কর্ণওয়ালিস।	( )
	৪। প্রথম পঞ্চবার্ষিকী পরিকল্পনা।	লর্ড ডালহৌসী।	( )

(চ)

উত্তর মেলাও :—

নিয়ম :—বাঁদিকের স্তম্ভের প্রশ্নগুলির উত্তর ডানদিকের স্তম্ভে এলোমেলোভাবে ছড়ানো আছে, যে প্রশ্নের যে উত্তর তার পাশের বন্ধনীতে সেই প্রশ্নের নম্বর লেখ। একটা উত্তর বাড়তি আছে।

নমুনা :—প্রথম প্রশ্নের উত্তরের গায়ে নমুনা হিসাবে নম্বর বসিয়ে দেওয়া হয়েছে। যথা প্রথম প্রশ্নের উত্তর (গ) তাই (গ) এর পাশের বন্ধনীতে (১) বসানো হয়েছে।

প্রশ্ন :—		
১। ভারতের কয়েকজন ধর্মান্দোলনকারী ব্যক্তি।	(ক) ফা-হিয়েন, ইব্ন্বতুতা, তাভার্নিয়ে, মা হুয়ান।	( )
২। ভারতের স্বাধীনতা আন্দোলনে যোগদানকারী ব্যক্তি।	(খ) হেষ্টিংস, রিপন, ডালহৌসী, বেন্টিংক, কর্ণওয়ালিস।	( )
৩। বাংলাসাহিত্যে নূতন যুগের রচয়িতা।	(গ) রাজা রামমোহন রায়, রামকৃষ্ণ পরমহংস, বিবেকানন্দ, কেশবচন্দ্র।	(১)
৪। দক্ষিণ-পূর্ব এসিয়ায় ভারতের সংস্কৃতি প্রভাবিত কয়েকটি উপনিবেশ।	(ঘ) কলিকাতা, বোম্বাই, মান্দ্রাজ।	( )
৫। ভারতে কয়েকজন বিদেশী পরিব্রাজক।	(ঙ) বালগংগাধর তিলক, গোপালকৃষ্ণ গোখলে, বিপিনচন্দ্র পাল, লালা লাজপৎ রায়।	( )
৬। ভারতের কয়েকজন ইংরেজ শাসনকর্তা।	(চ) ধর্মপাল, দেবপাল, বল্লালসেন, লক্ষ্মণসেন।	( )
৭। দ্বিতীয় পঞ্চবার্ষিকী পরিকল্পনায় ভারতের যে যে জায়গায় ইস্পাতের কারখানা স্থাপিত হয়েছে।	(ছ) শ্যাম, জাভা, ব্রহ্ম, বালী, মালয়, সুমাত্রা।	( )
৮। পঞ্চবার্ষিকী পরিকল্পনায় ভারতের কয়েকটি নদীর বাঁধ।	(জ) বেয়নের মন্দির, অংকোরভট, বোরোবুদুর।	( )
৯। কয়েকটি স্থানীয় স্বায়ত্বশাসনের প্রতিষ্ঠান।	(ঝ) রুড়কেল্লা, ভিল্লাই, দুর্গাপুর।	( )
১০। বাংলাদেশের কয়েকজন রাজার নাম।	(ঞ) বংকিমচন্দ্র, রবীন্দ্রনাথ, বিদ্যাসাগর, মাইকেল মধুসূদন।	( )
১১। ভারতের যে যে স্থানে প্রথম বিশ্ববিদ্যালয় স্থাপিত হয়েছিল।	(ট) মাইথন, দুর্গাপুর, ভাখরা-নংগল।	( )
	(ঠ) কর্পোরেশন, মিউনিসিপ্যালিটি, জেলাবোর্ড, য়ুনিয়নবোর্ড, গ্রামপঞ্চায়েত।	( )

ষষ্ঠ শ্রেণী

ভূগোল পরীক্ষা

বাংলা দেশ

(পুরো নম্বর ১০০ : প্রত্যেক প্রশ্নের নম্বর ১৬ : পরিচ্ছন্নতার জন্য ৪)

প্রথম প্রশ্ন আর **যে-কোন-পাঁচটি প্রশ্ন,** মোট ছয়টি প্রশ্নের উত্তর দেবে।

১। পশ্চিমবংগের একটি প্রাকৃতিক বর্ণনা লেখ, যথা :—
এর চার সীমায় (উত্তর, দক্ষিণ, পূর্ব, পশ্চিম) কি কি আছে? এখানে কোন পাহাড় আছে কি? থাকলে কোন্ দিকে আছে? এখানকার প্রধান প্রধান নদী কি কি? এখানে কোথায় কোথায় বন আছে?

২। পশ্চিমবংগের প্রধান জাতি কারা? তারা কি ভাষায় কথা বলে, কি কি খায়, কি রকম কাপড়চোপড় পরে, কি রকম বাড়িঘরে থাকে,—তার বর্ণনা দাও।

৩। পশ্চিমবংগের শহর আর গ্রামের প্রধান প্রধান যানবাহন কি কি? দূরদেশে যেতে হ'লে কিসে কিসে যাওয়া যায়? নিচের থেকে যে-কোন-**একটি** যাত্রার বর্ণনা কর :—
(ক) কলকাতা থেকে দার্জিলিং। (খ) কলকাতা থেকে পাকিস্তান। (গ) কলকাতা থেকে দিল্লী।
(ঘ) কলকাতা থেকে বোম্বাই।

৪। পশ্চিমবংগ থেকে কি কি জিনিষ অন্য দেশে রপ্তানি করা হয়, আর কি কি জিনিষ অন্যান্য দেশ থেকে পশ্চিমবংগে আমদানি করা হয়?

৫। পশ্চিমবংগের কোথায় কোথায় কয়লার খনি আছে? একটা কয়লাখনি দেখতে গিয়ে তার ভেতরে নেমেছ, এমনি কল্পনা করে তার একটি বর্ণনা দাও।

৬। পশ্চিমবংগের প্রধান নগর কি? তার একটি বর্ণনা লেখ। যথা—
প্রধান প্রধান—স্কুল কলেজ, হাসপাতাল, মন্দির, মিউজিয়ম, সিনেমা, হাটবাজার।
প্রধান প্রধান—রাস্তা ও যানবাহন। প্রধান প্রধান—পাড়া বা অঞ্চল।

৭। পশ্চিমবংগের লালমাটির দেশ কোন্ দিকে? পলিমাটির দেশ কোন্ দিকে? কোথায় কোথায় বেশি বৃষ্টি পড়ে? কোথায় কোথায় চা বেশি হয়? কোথায় কোথায় ধান বেশি হয়?

৮। পশ্চিমবংগের সাধারণ গৃহপালিত পশুপক্ষীর নাম করে' তাদের কোনকোনটি আমাদের কি কি কাজে লাগে, লেখ। যে গুলি কোনো কাজে লাগেনা, সেগুলিকে আমরা কেন পালি?

৯। পশ্চিমবংগের উৎপন্ন সুতি বা রেশমের কাপড়ের মধ্যে যে-কোনো একটির উৎপাদনের বর্ণনা লেখ, যথা—
কোন কাঁচা জিনিষ থেকে সেটি তৈরি হয়? সেই কাঁচামাল কোথায়, কি ভাবে উৎপন্ন হয়? কাঁচামাল থেকে কাপড়টি কি করে তৈরি হয়?

১০। পশ্চিমবংগের কোথায় কোথায় নদীতে বাঁধ দেওয়া হয়েছে? সেগুলি থেকে আমাদের কি কি লাভ হবে? যদি কোনো বাঁধ দেখে থাক তাহ'লে যা দেখেছ, তার বর্ণনা দাও, না হ'লে কল্পনা করে' একটি বাঁধের বর্ণনা কর।

Recipients of Certificates of attendance

A

Spoken English and English Phonetics.

(1) Airport High School.
Sri Sudhindra Chandra Ain — English Phonetics.

(2) Bally Girls High School.
Sm. Suravi Ghosh — Spoken English.

(3) Barisha Girls High School.
Sm. Ivy Sarker — Spoken English and English Phonetics.

(4) Beltala Morning Girls High School.
Sm. Rani Mitra — English Phonetics.

(5) Binapani Pardah Girls School.
Sm. Aanima Sengupta — Spoken English.

(6) Chetla Girls High School.
Sm. Sulekha Bhowmick — Spoken English.
Sm. Lila Chakraborty — Spoken English.

(7) Chittaranjan Girls High School.
Sm. Krishna Mitra — Spoken English and English Phonetics.
Sm. Subarna Bose — Spoken English and English Phonetics.

(8) Hindi High School.
Sri Sukumar Mitra — English Phonetics.

(9) Entally Academy.
Sri Prafulla Kumar Bhattacharjee — English Phonetics.

(10) Kalighat Mahakali Pathsala.
Sm. Kalpana Sarkar — English Phonetics.
Sm. Renu Bose — English Phonetics.

(11) Kamala Girls School.
Sm. Santi Dasgupta — Spoken English.
Sm. Geeta Sen — Spoken English.
Sm. Nandita Mitra — Spoken English.
Sm. Uma Roy — Spoken English.
Sm. Mira Roy — Spoken English.

(12) Lake View Girls School.
Sm. Pratima Roy — Spoken English and English Phonetics.
Sm. Anjana Bose — Epoken English and English Phonetics.

(13) Peary Charan Girls' School.
Sm. Chameli Sanyal — Spoken English and English Phonetics.

(14) Satyabhama Institution.
Sri Gouri Prasad Banerjee—English Phonetics.
Sri Madhu Sudhan Dey — English Phonetics.

(15) Ultadanga United High School.
Sri D. N. Sengupta — English Phonetics.
Sri Prafulla Chandra Coondoo — English Phonetics.

"Since our civilisation is a talking one, the problem of the social implications of speech peculiarities and disorders is serious. Speech difficulties have been found to accompany other social maladjustments and the speech handicapped are almost invariably poorly adjusted socially."

(Guidance in the Secondary School, by Shirley. A. Hamrin and Clifford. E. Erickson).

B

Workshop on Cumulative Record Cards

1. Ballygunj Siksa Sadan.
   Sm. Bela Roy.
   Sm. P. Dutta.
2. Baptist Girls' School.
   Sm. Geeta Dey.
   Sm. Abha Pal.
3. Bethune Collegiate School.
   Sm. Lila Dasgupta.
4. B. G. M. Girls' School.
   Sm. Jyotsna Ganguly.
5. Binapani Pardah Girls' High School.
   Sm. Kanika Bhattacherjee.
   Sm. Anima Sengupta.
6. Binodini Girls' School (Dhakuria).
   Sm. Sunima Banerjee.
   Sm. Abha Sen.
7. Brahmo Balika Sikshalaya.
   * Sm. Uma Sen.
8. Brajamohan Tewary Girls' High School.
   Sm. Renu Roy Chowdhuri.
   Sm. Anima Devi.
9. Chittaranjan Girls' High School for Girls.
   Sm. Anima Sarker.
10. Entally Hindu Balika Vidyalaya.
    Sm. Jyotsna Bardhan.
    Sm. Prity Chanda.
    Sm. Usha Chakraborty.
11. Gokhal Memorial Girls' High School.
    * Sm. Sulekha Chakraborty.
12. Kamala Girls' School.
    * Sm. Geeta Ghose.
    Sm. Santi Dasgupta.
13. Konnagar Girls' School.
    Sm. Abhaya Sundari Devi.
    Sm. Sabita Chatterjee.
14. Kumudini Kanya Vidyamandir.
    Sm. Nira Sen.
    Sm. Sudha Guha.
15. Lake Schaol for Girls.
    Sm. Madhuri Roy.
    Sm. Gayatri Dutta.
16. Muralidhar Girls' High School.
    Sm. Bijoya Gupta.
    Sm. Pratima Sen.
17. Paresh Nath Girls' School.
    Sm. Sefali Sanyal.
    Sm. Krishna Banerjee.
18. Peary Charan Girls' School.
    Sm. Chameli Sanyal.
19. Ramjoy Seal Sishu Pathsala.
    * Sm. Anjali Roy.
    Sm. Chinmoyee Gupta.
20. Rishra Girls 'School.
    Sm. Indira Lahiri.
    Sm. Seuli Chatterjee.
21. R. K. Mission Nivedita Girls' School.
    * Sm. Anita Devi.
    Sm. Chameli Devi.
22. Sakhawat Memorial Girls' High School.
    Sm. Bela Sanyal.
23. St. John's Diocessan Girls' School.
    Sm. Purnima Dasgupta.
24. Sunity Sikshalaya.
    Sm. Sambhukali Mukherjee.

Note — Teachers whose names are marked with asterisks are "CAREER MASTERS" and attended by special request.

Book Review

JAMIA VIDHI, RUCHIKAR DHANG
MAKTABA JAMIA LTD.

P.O. Jamianagar, New Delhi

It gave me much pleasure to go through 'Jamia Vidhi' which tried to solve the problem of such teaching in a very interesting manner, moreover the author has taken immense pain with a conscious regard of the needs and mental equipments of the children.

Scientific and systematic preparation is done by the author for the various methods, e.g. "Look and Say" method, story method, mixed method, alphabet-word and sentence methods etc. It thus teaches the children through actual living and sustaining their interests all through, through their playful and creative impulses.

His suggestions and notes for introducing new Topics of স্বর, ব্যঞ্জন, মাত্রা, সংযুক্ত অক্ষর etc. are pointed, motivating and althoutive.

Again the authors' efforts at making drill work interesting and of spontaneous joy to the children, suggest a number of games and playful group activities for each stage.

The various methods which have been given in this book for teaching reading and writing are useful, concrete and vivid.

BIMALA MAJUMDAR.

GUIDANCE IN THE SECONDARY SCHOOL
SHIRLEY A. HAMRIN &
CLIFFORD E. ERICKSON

Appleton-centure Series in Administration.

This is a thorough-going manual "treating the everyday practical aspects of guidance which would be immediately useful to class-room teachers and secondary school principals" and presenting a "guidance program growing out of the daily studies and activities of the school".

Guidance is defined as "that aspect of educational program which is concerned especially with helping the pupil to become adjusted to his present situation and to plan his future in line with his interests, abilities and social needs," in short, its aim is "to help Johnny see through himself and to assist him in seeing himself through."

The main functions of a guidance service, therefore are to secure information about the pupils and about educational and vocational opportunities, to give the information to the pupils, to stimulate them to relate themselves to these and to follow them up after they leave the institution in order to help them further.

Successful implementation of this service is expected to lead to the better adjustment of pupils to schools, better pupil-development, prevention of waste in repeaters and mental defectives, improvement in the climate of mental hygiene in school by the avoidance of frustration and depression, fewer misfits in higher stages of education and fields of occupation and the production of better citizenship in the community. This service is, therefore, interested both in the type of work for which pupils can be prepared and ways to prepare or fit them for these types of work.

Guidance believes in the educability of persons, as a matter of fact, guidance is possible because "Man is an adaptable animal within limits set by nature."

The chief guidance functionaries in a secondary school are its teachers. They "pay the stellar role in the guidance of secondary pupils" because, firstly, few schools can afford the services of a trained guidance specialist; secondly, it is the teacher who kows the pupil-in-school most intimately and thirdly, the engagement of the teacher in guidance would lead to a much better teacher-pupil relationship and greater realisation of the aims of education by the teacher.

The modern school with its "increased numbers of a typical pupils" where the "individual pupil is more easily neglected and overlooked in the crowd" and with the "more mechanical and less personal school program" its "departmentalisation and extreme subject specialisation," "too few attempts by the school to relate his school experience to his total development" finds a guidance programme to be absolutely necessary.

The duties of guidance merge with the functions of education itself, in developing the child and it acts, at the same time, as a social stabilising force for equalising and integrating the atypical pupil-elements.

"As a "generalist" the teacher-counsellor should know "all areas" in and to which pupils may be helped and, as a "specialist" he must study "adolescents and their needs". This includes the "developmental or longitudinal" aspect of guidance "which consists of detailed records of the individual's past growth and a history of changes which have taken place in him" and "cross-sectional", "covering all areas of the individual's life at the present including physical and mental health, social relationships and emotional adjustment, family associations etc."

"The cumulative record, carefully compiled over a number of years and touching many aspects of a student's growth and development is one of the best sources of pertient, helpful information for both advisee and and adviser" but this card should be considered as only one of the sources of information, others being an individual guidance record, observation on scientific lines, autobiographical sketches by the pupils, anecdotal records by teachers, records of pupils' daily schedule and a reliable testing programme.

Guidance work should start, preferably, even before the child comes to the secondary school, through a "program of pre-admission advisement" and continue upto placement in life and even later if and as needed. Through guidance, the school aids the physical and emotional growth of the pupils and helps them in vocational growth. It should also assist the child "in formulating his own values" or "philosophy of life."

The aim of guidance being "developmental" it may necessitate a "continuous reorganisation of the curriculum" in accordance with "reality in terms of the needs and abilities of the pupils". The average school with the domination of text books and set standards has been criticised and ways of change in content and approach have been indicated in detail so that pupil "can select subject matter experiences more closely related to the needs, interests and abilities of the pupils" and teachers can come into closer contact with them.

The homeroom has been considered as the most potent factor in the development of the new tracher-pupil relationship and the last chapter of the book is devoted to a detailed study of its organisation and functioning.

The extra-curriculum where teachers and pupils work together because of common interests can also develop extremely valuable relationships and help to indicate pupil interests closer to their vital desires than the curricular aspects of the school. These activities provide the teachers with opportunities for further exploration of pupils' abilities and interests and offer pupils a challenge to develop themselves more and more.

Other important factors dealt with are student participation in school management (as distinct from student self-government), the roles of parents and the community in the development of good citizens and ways of improving school-community relations. All these are discussed in great details with examples from actual school situations.

Plans of how pupils can be guided to adjust themselves in and through school or the "next step" have been detailed along with a complete picture of "guidance administration."

To us, who are just making a half-hearted start with the cumulative record card only, the plans laid down in this book may seem to be over-ambitious, but, as the cards continue to be filled, teachers are sure to become more and more dissatisfied with the lack of opportunities for observation and guidance provided in the day-to-day school activities. They may then search for ways and means for making the cards more true to life, — more useful to the pupils and look to books such as these for hints and suggestions.

KALYANI KARLEKAR.

"A complex school guidance program should be continuous, beginning with the child when he enters school and carrying him out into adult life . . . . the program will reach down into the elementary school and up into the college or post-high-school period . . . .

(Guidance in the Secondary School
by Shirley. A. Hamrin & Clifford. E. Erickson)

Review of Work

Our work developed new tendencies in the first quarter of the current year. Our day to day contact with schools grew in this period and we were happy to be invited for advice and participation in school-life; but, on the other hand, we were a bit sorry to miss the crowds in some of our meetings. It is true that this new type of work is more valuable than the formal functions and courses, still however we hope to be able to achieve a better balance between the two types of work in the future.

Training courses, experimental projects and offering or different types of services were amongst the most important of our activities in this period.

Training Courses :— Two training courses for teachers were offered in the first quarter of 1959.

The first was the concluding lectures of the course on phonetics taken by Mrs. Taylor of the Scottish Church College which had been originally planned as a part of a longer course on Spoken English cum English Phonetics held from February 1958. As, however, some teachers had given up after the preliminary practice sessions and others had joined for Mrs. Taylor's lectures only we thought that it would be fairer to all if the whole course was taken to have been constituted of two distinct parts and certificates were granted accordingly. Twenty five teachers obtained certificates for either half or the complete course.

The other course was a five day workshop on the maintenance of cumulative record cards conducted by Mr. D. Mahanto of the Bureau of Educational Psychological Research. It was the outcome of a series of meetings of headmistresses in November and December, 1958 following upon a circular of the Board of Secondary Education directing schools to maintain these cards. A complete set of group reports as well as a list of participants who were awarded certificates of attendance has been givn elsewhere in these pages.

Experimental Projects :— With the end of the school session in March the first year's work with the experimental project on the workshop way of teaching a correlated curriculum of history and geography was completed. Teachers of the five schools engaged in this work were constantly in contact with each other through monthly meetings and it was possible to assess some of the achievements and weaknesses. We found, on the credit side, that the girls in the experimental groups had been able to undertake a good deal of self learning and to cooperate in the preparation of extensive subject notes and a large number of maps, charts and models. On the one hand this activisation had created a great deal of interest but, on the other, some of the more intelligent girls had taken up so much work in their enthusiasm that it was difficult for the class to keep up with that degree of learning. Their success in objective type tests showed their knowledge of facts but their comparative failure in the essay type tests showed that they had not yet found their feet in the realm of original thinking and putting those thoughts into precise writing. It is worth mentioning in this connection that even when framing essay type questions we had left the trodden paths and had tried to provoke thought and imagination. Samples of objective and essay type tests used in these classes have been printed in the Bengali section of the journal.

One great stumbling block leading almost to despair has been the inveterate "rote" habit of the girls. Pupils in our schools are generally subjected to such a tyranny of verbalism from childhood that even self learning means to them "mug-

ging up" from books. The teachers engaged in the project felt that something must be done to dissociate learning from memorisation and associate it more and more with practical experiences and activities. Some ways and means have been suggested and we expect to utilise them in the coming session.

Notebooks, maps, charts and models prepared by the project group girls were exhibited on the 26th March, 1959. More than a hundred teachers and training college students visited the exhibition during the day. Selected groups of girls from each school explained their work to the visitor. It was a pleasure to note the confident manner in which the girls deported themselves.

Education Week :— Our education week was a failure this year on account of our choosing the wrong dates for it. It was not possible for us to hold the debating and recitation competitions because, in most schools pupils were not available after the annual examinations. Teacher and pupil participation in the Teachers and Pupils' Pupils' Day also reached an all time low, for the same reasons. Specially, the Teachers' Day had fallen on a day (26th March) which was the "promotion" day for some schools and for schools chosen as centres for the School Final Examination this was one of the busiest days of the year being the last working day before the examinations on which the "seats" had to be arranged.

Our most heartfelt thanks, therefore, go to all heads, teachers and pupils of schools who participated in our Education Week to make a partial success of what would have been an abject failure, to the pupils of the Sakhawat Memorial and Lake Girls' Schools for organising the 'Pupils' Day' entertainment at very short notice, to the pupils of the Chittaranjan, Chetla and Sakhawat Memorial Girls' Schools for the exhibition and explanation of work on the Teachers' Day (26th) and to the headmistresses, teachers and students who came in on the 26th March to encourage the organisers and participants by showing some interest in their work.

A New Development :— In the last issue of this journal we had mentioned the development of local initiative leading to the organisation of study groups in different areas. In the quarter under review we had further evidence of such initiative and mutual help and cooperation between different educational organisations and associations (including our Department) and study groups.

In January the Co-ordinator was invited to address two group meetings, one of the teachers of some schools under the S. S. Jalan Trust to discuss "Modern Methods of Teaching" and the other of the teachers of the St. Margarets' and Duff Schools on the "Maintenance of Cumulative Record Cards".

On the 4th March the Co-ordinator and Mrs. S. Dutt Assistant Professor of the Institute of Education for Women attended a meeting of the All Bengal Women's Union for discussing a plan for the training of teachers of the institution under the Union. Mrs. Dutt will participate in this course as a resource person and the Department will lend films and charts on relevant topics.

On the 31st March, the Co-ordinator gave a demonstration of the "Problem Approach" in a lesson to class IX of the boys' section of the La Martiniere School. This was preparatory to a similar demonstration in a refresher course organised by a group of Anglo-Indian Schools for their teachers.

Visitors :—There were two interesting visits in February Mr. J. Argles, Regional Representative of the British Council visited the Institute on the 3rd February along with Mr. L. Hill and Mr. P. Weaver, Education Officers of the Council for Delhi and Calcutta respectively. They had discussions with the Principal and some members of the staff of the Institute of Education for Women and Mrs. Taylor of the Scottish Church College and, later, they met the participants in Mrs. Taylor's classes on English Phonetics, Mr. Hill gave them some practice in the pronunciation of some com-

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Teachers' Quarterly

Foreword

We are glad to meet you again after the holidays. The Extension Service Department of course, does not observe any holidays. Infact, sometimes, the Coordinator has to cope with more work during holidays, for the teachers can come with their requests more freely during holidays as they are then not engaged with their routine work in the school, and also secondly, because the long holidays are the only periods during which teachers from Mufasil areas can avail themselves of the services offered by us.

I should like to take this opportunity to apologise to all Mufasil schools for not being able to fulfil their demands for vacation courses during the last Summer for unavoidable reasons. I should however assure them that we are doing everything within our power to hold the autumn courses as usual. Prospective participants should send in their applications early. Any further requests for courses on subjects other than these already notified should also be sent at an early date.

A detailed account of the courses run during the last Summer vacation will be found along with the Coordinator's report, as also plans for autumn courses. I should only like to specially mention our appreciation of the energy and enthusiasm shown by the teachers who attended the Psychology and English Courses conducted jointly by the David Hare Training College and Institute of Education for Women.

These courses were taken up by the Extension Service departments as a result of felt needs and expressed desires of the participating teachers and schools concerned. And this is exactly what the case should be. The teachers' needs can be best met by us and services are best rendered by us to schools when the teachers and their schools come forward with their requests and their demands. Whether they are old schools with their eternal problems or the new multi-purpose schools with their new problems. We are here to help them. Even at the risk of repetition, I should like to request all schools and all teachers again to use us more and make the Department their own.

NALINI DAS.

"In the new secondary school required work will consist of such material and experiences as are needed by all persons in their civic relationship, in their role as social beings and as economically self-supporting units . . . . A school is not justified in requiring a subject for high school graduation merely because some college or university requires that course for entrance to a particular school. The vast majority of those graduating from high school do not enter college. If the high school is sufficiently large to have a fairly wide offering, it should be possible for any one expecting to attend college to select whatever subjects are required for admission. The first responsibility of the secondary school, however, is to take care of the basic common needs of all adolescents. Beyond that, preparation for college for those desiring to go is a legitimate objective. But under no circumstances can so-called college entrance requirements be justified as a basis for a common curriculum, required subjects for all secondary school students.

(Guidance in the Secondary School by Shirley A. Hamrin & Clifford E. Erickson)

THE CUMULATIVE RECORD CARD

PROF. D. MAHANTA

(Continued)

In the previous discourse(1) my principal object was to put before our teachers and school-administrators the significant implications of the Cumulative Record Cards, namely, the changes, supplementations and re-organisations inherent in such cards being introduced in our Secondary School system.

Let me now pass on to the question of 'Content' of the Card. As suggested before, the Cumulative Record Card should, in the main, be considered as an 'evaluation-tool' to be utilised with advantage in the reorganised structure of secondary education. It is but natural, therefore, that this 'evaluation tool' should be constructed and developed in accordance with the fundamental objectives of our 'Education System'. Normally, the content and structure of the Cumulative Record Card would be different for different countries or peoples, professing different ideals of life and, as such fostering different concepts of living in and through the society. So it becomes rather imperative on our part to clarify the relation between the aims and objectives of our secondary education on the one hand and the content-structure of the Cumulative Record Card on the other, which is intended to embody those aims and objectives. In an education system which is solely governed and rigidly controlled by a prescribed curriculum, distributed by authorised agencies into a number of 'blocks' to be covered in course of a few successive academic years, the teachers or educators would mainly be thinking of the principle of selection or repection as the guiding criterion for determining the content-structure of the Record Card. In fact, most of the progress reports obtaining in the school of our country, until quite recently, would demonstrably prove the truth of this point and it would perhaps be superfluous to illustrate it further.

If, however, we start thinking in terms of an education system adapted to the Concept of 'Personality development', the record card would at once demand a content-structure which must be both diagnostically and prognostically oriented. The different items of such record card shall have to be so chosen and placed that the card would best serve the purpose of a tool to be used maximally for the betterment of the educands from all possible standpoints. That is, the card so constructed is expected to be of maximum help to the educators for understanding thoroughly the children under their charge, their needs and their subsequent roles in the social or the national set-up as well as for fostering the educands' personality to its fullest extent. In other words, if we really pledge ourselves to this goal of personality development, the Record Card should be so designed as to give a systematic account of all the valuable information about children which would help the educators to undestand them fully, to educate them properly, to advise them adequately and to plan suitably the courses and careers that would suit them best in their subsequent roles in society. All these concepts of understanding, educating, advising and planning, must of necessity be interpreted relatively in the context of the prevailing social goals, i.e., the aims of life and living, accepted and practised by the society. It is needless to suggest that our Record Card should contain information about an individual not merely as an indivi-

(1) Pp. 3-5 of the previous issue (IV, No. 1) of this Journal.

dual but as one belonging to a society. It should contain all significant items necessary for a comprehensive, though analytic, study of the individual as placed (or likely to be placed) in the social set-up, with its distinctive features of educational administrations and organisations, training facilities, the occupational structure (or the trend of such structure) and the employment potentialities and opportunities.

It has been rightly stated that "it is the system and comprehensiveness which the pupils' record card is intended to assist."(2)

If that 'system and comprehensiveness' is ensured, the Record Card will not only give a clear picture of the child at progressive stages of development it will also provide the most valuable elements of information which are considered to be indispensable for a quick but sure review of the child's position when important decisions are to be made and followed about his or her future course of action, — educational, vocational or otherwise. The Secondary Education Commission of 1952-53 presented(3) a specimen form of the Cumulative Record Card which covered practically all the areas of the child's life that we would like to see included in such record card, at least, on principle. The headings which are most frequently found in such cards are the following :—

(*a*) Personal data of general nature
(*b*) Physical characteristics and qualities
(*c*) Educational attainment (school examination results)
(*d*) Results of psychological tests (general and specific)
(*f*) School attendance
(*g*) Interest-trends
(*h*) Dispositional characteristics and personality traits
(*i*) Family back-ground and home circumstances
(*j*) Co-curricular activities
(*k*) Special merits and/or disabilities
(*l*) Teachers' estimates and comments in regard to achievement, ability, interest, personality traits or personality development in general
(*m*) Teachers' suggestions or recommendations in regard to future course of action.

It must, however, be mentioned that though the record cards obtaining in most of the progressive countries, show fairly satisfactory agreement in respect of the general outline of content, the different headings are quite often given varying degrees of importance and these are also arranged or presented in a variety of ways. Such diversification can perhaps be explained in terms of the differing ideals of education professed by different countries or societies. It is true, as stated before, that the design of the Record Card should depend primarily on the nature of the broad objectives which the cards intend to cover satisfactorily, as well as on the nature of the uses which the card would subsequently be put to. Miss Walker who carried out a Comprehensive survey of pupils' record cards in England and Wales, has reviewed in her report(4) the essential purposes of such record cards, classifying along with the principles which control and determine the construction and use of different types of record cards in schools. The form or design of the cards will also be strongly influenced by the general attitude of the school-system towards the aims of education ; for example, in the *progressive* system particular attention is paid to the recording of the child's

(2) Hamley H. R. et al — The Educational Guidance of the School Child, Evans Brothers Ltd., London, p. 17.
(3) The Report of the Secondary Education Commission, Govt. of India, (1952-53) — pp. 289-300.
(4) Walker Alice S. — Pupils' Record Card — published for N.F.E.R. (England and Wales) by Newnes Educational Publishing Co. Ltd., 1955.

progress in personal and social traits, whereas in the *traditional* system of formal curriculum, the examination-results in different school-subjects are given much prominence over the record of developmental qualities of personality and in the *comprehensive school* system (Do our multilateral schools fall under the category of the Comprehensive school system ?) the record cards include detailed headings wherein notes are made of the emergence in the child's life of the special aptitudes or abilities, the interest trends and motivational directions through the progressive development of 'Self-Concept'.

Of course, much of the nature of these classified information on the school record depends on the following points as well.

(*i*) The use which the card will subsequently be put to.
(*ii*) The instruments of evaluation readily available for use.
(*iii*) The amount of work which would devolve on the school-personnel.

The *first point* has been elaborately discussed in my previous discourse. If we decide to treat this cumulative record as the only basic document about a child when he or she would leave the school, all these headings (P. 2) of the Record Card must be duly considered. If, however, we decide that only a certain percentage of marks will be alloted to the recordings on these cards, it will invariably result in most of the emphasis being placed on the particular of '*educational attainment*' to the sorrowful neglect of others.

It may, however, be clarified at this stage that the present record card sponsored by our Board of Secondary Education has been devised primarily with the implicit objective of building up a very valuable tool for organising, on a preliminary basis, the guidance programme in our schols. As we all know, the pupils at the end of their Junior High School stage (i.e. after class VIII) are to be advised in the matter of, *first*, going in for higher secondary education and *secondly*, selecting a suitable course of study from among the electives — humanity, science, technical, commercial, agricultural, fine arts and home science. Naturally, then, the items which seem to be significantly related to guidance work, namely, past educational attainment, nature of predominant interests, co-curricular activities, some important personality traits and teachers' suggestions in regard to future educational courses, etc., have been placed so prominently in our card. People interested in education may reasonably enquire why the value of psychological-test-findings and results of standardised attainment tests has not been recognised at all in this Cumulative Record Card. The non-inclusion of these items may perhaps be satisfactorily explained in terms of our *second point*, namely, the instruments of evaluation readily available for use in our schools exercise a great influence in the matter of devising the structure of the Cumulative Record Card. Most of us are aware of the fact that we have not yet been able to develop adequately satisfactory 'tools' for measuring the psychological traits — abilities, interests, etc. — of our schoolchildren. It is true that some of us have been doing valuable work in this regard from some time past ; but we would, perhaps, require a few more years before we venture to undertake the responsibility of using all such tools widely in our school. Our "Bureau" has been able to develop quite a number of such tests. At present, we are limiting the use of such tests to only those multilateral schools which have introduced guidance services in their administration. It may also be mentioned in this connection that we have devised a few special types of questionnaire and schedule, to be used along with the tests and that these special forms are directed towards collecting and summarising information about the child in respect of his/her psychological traits, interests and past attainment in the major subjects of Mother Tongue and Elementary Mathematics on a standardised scale, as well as of his/her home conditions including family background, parental wishes, individual like and dislikes etc. Experiments with these tests, question-

naires and schedules for a few years more will enlighten us about these headings being incorporated in our Record Card. There is another reason for not including this psychological section in our Cumulative Record Card at the present stage. Our Schools are not yet provided with school-psychologists or specialist-teachers who can successfuly do the job of testing the children, analysing the data thus collected and of recording them in the proper way.

The omission of 'home condition' again from the proposed Cumulative Record Card may perhaps be explained in terms of the *third point* cited earlier, i.e., the amount of work devolving on the school personnel must always be considered as vitally connected with the development of a record card form. That is why we, as a preliminary step in this direction, have included only headings which can be readily filled in by our teachers in and through their school-services. We have not thought it proper at this stage that our teachers should be asked to establish closer contact with the parents of their pupils, in order to gain adequate knowledge about their home conditions. Of course, we do not at any time think or say that information of these accounts, namely, home conditions, psychological factors or standardised attainment tests, is of less importance than what we have included in our present record form. We rather feel that these are highly illuminating and useful. In fact, as mentioned before, we have been actually working with these items in connection with our experiment work on educational guidance of school children. When we would see that some of these items should now be placed in the normal Cumulative Record Card as suitable arrangements have been made in our school system for satisfactory record on these points , we would be the first to suggest a new type of Cumulative Record Card in place of the existing one. We should make this point quite clear that the present form of Cumulative Record Card is not the final one ; there is sufficient room for improvement and we are determined to go ahead in that respect whenever conditions would permit or justify.

But to me it appears that it is more important to see our teachers adopt a positive attitude towards the maintenance of Cumulative Record Card than to atempt at making the card-form highly refined and exhaustive at the initial stage.

We are to take due note of the fact that our teachers, as they are, would react differently to its introduction. Some may see in this card an indirect form of control of their work ; some may think that the guardians would resent the idea of such records about their wards being made known to other people ; some may show little enthusiasm to undertake the onerous task which would demand so much of their time and energy ; some may feel that the introduction of such cards would bring about a serious disorganisation in the existing work-programme of our institution ; some even may be tempted to do the recordings with the least amount of care. It is desirable that we anticipate these difficulties which are mostly of the type of natural reactions to innovations. It should, however, be our duty to resolve these conflicts satisfactorily with a view to ensuring maximum cooperation on the part of our teaching personnel as otherwise all our endeavour in this respect would end in a futile agitation, creating so much of 'sound and fury' but producing nothing of significant value. We should also remember that our teachers, at this stage, may not be in a position to take initiative in this direction with the required amount of confidence. If we are to effectively help them in this regard we must give them the necessary encouragement, and, at the same time, we extend to them all facilities for gaining at least a workable knowledge of the broad techniques and methods of evaluating the child's personality as well as of the ways of recording the results of such evaluation properly in the different sections of the Cumulative Record Card.

Some may also argue that a few sections of the Record Card contain items of such a nature that

it will be very difficult to submit the subjective ratings on them to 'control', particularly from the point of view of reliability and validity, and they may therefore advocate the use of objective methods for the purpose. Our answer to such criticisms would perhaps be as follows :

First, as hinted before, we have not at our disposal the appropriate 'tools' of objective type which we may readily employ for assessing the children, say, in respect of interests, personality traits, etc.

Secondly, if confidence is placed only on objective tools, the range of our project of understanding the children will have to be undesirably reduced.

Thirdly, the scheme of maintaining cumulative records in our schols being entirely new, we should perhaps do well to keep before us Hamley's warning to the effect that 'any sudden change in the direction of more scientific methods is likely to bring about a wrong attitude on the part of the teacher and to dehumanise his contact with the child'.

Modern techniques of education are perhaps antithetical to rigid formulae and they rely essentially on intuitive judgment in the teacher and make as great a call upon his art as upon his science.

We should however bear in mind that when we put so much reliance on the subjective ratings of our teachers, it becomes imperative on our part to explain fully and adequately to the teachers concerned the theories and intentions underlying these methods of evaluation. Nothing should be kept hidden from them. Not only that ; the parents and the children too should be taken into confidence and they should also be helped to understand these 'things', as far as practicable, so that they would appreciate the value of such records even with their limitations. Indeed it will always be our endeavour to make this record keeping project a cooperative affairs in the real sense, where teachers, parents, children and school administrators would freely, sincerely and diligently participate and work together. Incidentally we are reminded of an irritating issue, — the confidential nature of such school records. This has been the subject of much heated discussion. It has been rightly pointed out in the report of "Evaluation in Education", at an International Meeting of Experts(5), that the educational authorities who are mainly concerned with the role of such records in selection for higher education may believe that secrecy is a sort of protection for the teaching staff against the parents who, frustrated by their child's lack of progress would like to lay the entire blame of such failure on the teachers. Should we also think along the same lines ? Personally I do not see any reason why the parents the most important co-sharers in this new project, should not be allowed occasional access to these records. I very much feel that the entire scheme of record-keeping in schools should be a cooperative affair of all who are vitally interested in the welfare of child in concerned. Miss A. Walker of the United Kingdom may be fruitfully quoted here. "If the information is used for the welfare of the pupil with a view to helping those who are responsible for his education, it follows that only those who can use the records wisely and fully without prejudice must have access to them. Briefly the principle of the sanctity of professional information must be applied to school records just as is done with medical records."

It can also be pointed out that the handing over of such records or atleast a summary of their essentials, to the appropriate persons or authorities, must be the rule, whenever these would be an institutional change in the life of the child.

Anyway, this is perhaps a diversion, though an useful one, from the main issue we have started

(5) Evaluation in Education — Edited by F. Hoty at and published by UNESCO Institute for Education Hamburg, pp. 25-26.

discussing. In order to maintain the Cumulative Record Card fairly satisfactorily, we have to take recourse to a number of techniques of general but direct nature, besides the usual ones of examinations (formal and informal) and tests (ad hoc and standardised diagnostic and prognostic). The latter would give us more or less an accurate idea of the child's achievements and abilities while the former would help us to understand the child's personality as it acts and feels, impresses and inspires. If we can wisely combine these two 'pictures' of the child in our attempt at interpreting its personality as a whole our inferences are likely to be of greater value than when we would stand on any one of them singly.

(To be continued)

IN THE FOOTSTEPS OF SUSRUTA, COSMETIC SURGERY IN GERMANY

Nasal plastics, a special branch of cosmetic surgery, which owes its origin to the Indian physician Susruta, author of Ayurveda, has developed successfully in West Germany. Dr. W. J. Sommer, a Hamburg specialist, has performed more than 5,000 operations in nasal plastics. It is reported that Dr. Sommer considers these operations quite safe.

In ancient India cutting the nose was the punishment imposed on those who had committed such crimes as theft or adultery. When those who had suffered this punishment sought medical attention, nasal plastics came into existence and helped to grow new noses. Describing this method of surgery, Susruta laid down that the new nose was to be made from a piece of skin taken from the forehead of the patient.

Westward Migration

This method of surgery migrated westward through the Near East, and in 1424 found a European exponent in Branca, a famous Italian surgeon. Other surgeons also practised this method which was modified in the following century, when surgeons made the new nose from a piece of skin taken from the arm of the patient, instead of that from the forehead. In the 19th century, Professor Joseph, a famous German surgeon, introduced the principle, which now rules supreme, of performing the operation in nasal plastics exclusively from inside the nose and of not making any cut on the outside.

Dr. Sommer has his own method of nasal plastics under which he uses for the new nose solely nasal material taken from the patient's original nose.

(Reprinted from Weekly German News).

Report on The Intensive Course on Psycholocy

HELD FROM 2.6.59 TO 16.6.59

I

INTRODUCTION

The idea of the necessity for such a course had been first given by Dr. Miss R. Ghose, Principal, Gokhale Memorial School and College, when, at a meeting of our Advisory Committee, she had stated that various causes had combined to create difficulties in the way of teaching subjects like Economics, Logic and Psychology. These subjects were rather difficult and were introduced into schools for the first time : then, these had not been included as methods subjects for teachers' training courses ; moreover, many untrained M.A.s and honours graduates have been engaged in schools for teaching these subjects. As a result, — without precedence or set standards, without guidance and training, many teachers were feeling like sailing uncharted seas without compasses. She suggested that the Departments of Extension Services of the Institute of Education for Women and David Hare Training College should jointly undertake training courses for teachers of these subjects.

We had realised the value of Miss Ghose's suggestions and had also received a large number of applications from teachers willing to participate in training courses on the subjects but were hesitating on account of the straitened financial conditions of the Departments. Dr. Miss S. Ghose of the Institute of Education for Women, however helped us to a decision by her emphatic championship of this almost lost cause. She stated that, course or no course, she herself was going to devote her summer holidays in giving guidance in practical work connected with the higher secondary course in Psychology to some of her old students.

Mrs. S. Dutt of the Institute also expressed her readiness to take the responsibility of going through a great deal of theoretical work with the participants if such a course were organised. The resolution of the Department of Extension Services of the David Hare Training College (whose financial condition was even worse than ours) to join us in this "venture of faith" added to our courage. To avoid the necessity of making immediate cash payments letters were issued only to such applicants as had given Calcutta addresses and the response was rewarding indeed. Seventeen out of the eighteen selected candidates participated whole heartedly and enthusiastically in the training course.

classes were held in the premises of the Institute of Education for Women. The Institute has its own quota of psychological apparatus which was supplemented by borrowings from the Department of Psychology of the University College of Science and the Bureau of Educational and Psychological Research of the David Hare Training College. Dr. Miss Ghose and Mrs. Dutt gave the best not only of their knowledge and and skill but also of inspiration to the participants. Never was seen a more enthusiastic group of teachers who worked before and after the fixed working hours of 12 noon to 4 P.M. to satisfy their desire for perfection. The following report from one of them will gave details of the amount and variety of work done in the short but intensive course of fourteen days only.

This has involved the Departments of Extension Services of the Institute of Education for Women and the David Hare Training College in financial commitments the wherewithal for meeting which

are not yet in sight but the organisers are happy that this programme was undertaken even fool-hardily.

(KALYANI KARLEKAR)

II

FOURTEEN USEFUL AND HAPPY DAYS

We started our Psychology Training course on 2nd June, 1959, in Hastings House, Alipore. We were seventeen in number. Most of us were students of Philosophy (of course a few students came from Psychology and Education Departments also). So it was quite natural that many were quite unfamiliar with the practical work of Psychology which is to be taught in our schools. Consequently most of the teachers had been greatly handicapped in their work, and were thankful for this opportunity of being trained in this particular aspect of the subject.

Our main purpose was to gain a thorough knowledge of handling the psychological apparatus required for practical classes. But on coming here, we found that the College authorities had made arrangements not only for practical classes, but also for theoretical classes. This difficult task was undertaken by Prof. Mrs. Santi Dutta and the practical classes were conducted by Dr. Miss Ghose.

From the very beginning our work was divided into two parts. Theoretical classes were held from 12 noon to 1-30 P.M. and the Practical classes from 2 P.M. to 4 P.M. during the week days. Each and every topic was minutely discussed in our theoretical classes and certain things which were rather vague to us became quite clear afterwards and for this we are greatly indebted to Prof. Mrs. Santi Dutta.

The following topics were discussed in our theoretical classes.

(1) Psychology — its definition.

(2) Methods of Psychology —
  (*a*) Observation,
  (*b*) Introspection,
  (*c*) Methods of Experiment.

(3) Memory — (Registration, Retention, Recall, Recognition).

(4) Attention — Nature of attention, condition of attention.

(5) Forgetting — its causes.

(6) Nervous system.

(7) Emotion.

(8) Individual Difference — Physical and Mental.

(9) Measurement of Statistics — Continuous and Discrete.
  Measurement of Central Tendency—Mean, Median, Mode.

The following practical work was done successfully by the teachers under the guidance of Dr. Miss Suhasi Ghosh.

(1) To determine the immediate memory span of the subject by the presentation of digits and alphabets — visual, auditory.

(2) To demonstrate by the visual presentation of nonsense syllables that learning varies with the number of repetitions. (Jastraw's Memory Apparatus).

(3) Test on Individual Difference—
  (*a*) Height and weight scale,
  (*b*) Dynamometer,
  (*c*) Cancellation Test,
  (*d*) Tapping Board,
  (*e*) Steadiness.

(4) To study the effect of pleasant and unpleasant stimulus or work curve (apparatus Ergograph).

(5) To determine the range of attention (Tachistoscope).

(6) To demonstrate the phenomenon of Fluctuation of Attention.

(7) To study the respiratory changes recorded by Pneumograph modified by pleasant and unpleasant stimulii.

We have something to say regarding the practical work. We faced some difficulties while we

were handling certain apparatus. Four experiments require Kymograph with drums and other accessories which involve rather difficult and laborious work for school children. These experiments are:—

(1) Fluctuation of Attention.
(2) Tapping.
(3) Effect of Emotion by—
  (*a*) Pneumograph and
  (*b*) Ergograph.

This drum is to be smoked every time for taking each record, which is not only a tiresome job but is rather risky also. We are to think here whether the children will be able to perform this task carefully or not and if they do, whether there is any possibility of accident. Moreover we should remember that the whole of the practical work will be conducted by only one teacher without any assistant.

Further, the kymograph is very expensive. A few schools will be able to purchase this valuable instrument and once it gets out of order, a lot of trouble will arise in connection with repairs, specially in the moffusil areas. If Paper-Pencil tests are introduced in place of these instruments it would be highly interesting to the students and the schools will also be greatly relieved.

At the end, as a representative of all the teachers who participated in the course I wholeheartedly thank the college authorities for giving us a chance to come here for this important training. The memory of our work, the cordiality of the staff and the keen interest of the teachers can never be forgotten.

Our best regards to Dr. Suhasi Ghose and Prof. Mrs. Santi Dutta whose patience and sympathy have conquered our hearts. Finally, we pay our deep respects to our Principal Mrs. Nalini Das and Mrs. Kalyani Karlekar, the Co-ordinator of the Department of Extension Services, whose supervision led to the success of our training.

With best wishes to all.

(UMA MUKERJEE)

III

THE LAST TWO DAYS

The participants had made plans for having a seminar and social gathering on the last working day of the course. Though the 17th was really the last day, the programme was fixed for the 16th because the threat of a general strike on that date (which was however postponed to the 25th). The Directors of the two Departments of Extension Services were present on the occasion. Mrs. Das, Principal of the Institute of Education for Women and Director of Extension Services was on the chair.

The discussion was opened by Sri Dhananjay Nath of Belur High School. He said that very few higher secondary schools have introduced Logic and Psychology because of the difficulty of the practical work for which most teachers of the subject are not trained. There is, therefore, a tremendous need for training of teachers for this and the Departments of Extension Services of the Institute of Education for Women and the David Hare Training College have helped a few teachers greatly in this respect. Most of them had never before done practical work and had made various mistakes in these classes; they had also asked foolish questions, but the infinite patience of those who guided them had taught them patience. This course however has made them realise certain problems.

Firstly, more than a hundred higher secondary schools all over West Bengal have introduced Logic and Psychology and most of them have engaged students of Philosophy (who have no knowledge of practical work in Psychology) to teach this subject. This short course for 17 persons only has left the other 83 (approximately) untouched. This may lead the majority to carry on agitation for practical examinations in Psychology to be dropped from the School Final Examinations at least for the first few years. The legitimacy of their claim cannot be denied, but this would mean that the work done in some

schools which have introduced the practical will have been in vain. The teachers will take a great deal of trouble in doing the work, the pupils will benefit by it but no questions would be asked in the final examinations.

Secondly, there are four experiments in the syllabus which involve the use of the kymograph. It will be very difficult for young people to smoke this instrument. As a matter of fact, much of the practical work is difficult and many pupils of village schols have never even seen a laboratory work-book.

Thirdly, Logic and Psychology form too cumbrous a subject for school pupils. These should be separated as in the present Intermediate courses. Moreover, as the combined subject is included in the Humanities' curriculum only, it will not be possible for Science students to offer this subject and, as a result, after several years, science graduates in Psychology will be a thing of the past though the need for psychologists in the field of Science will be greater than ever.

Fourthly, there is no laboratory grant for psychology though expensive apparatus has been recommended. This subject should be either included in the Science group also and school authorities should be able to draw upon the grants for Science for equipping the psychological laboratory, or special grants should be made for psychology.

Sri Nath ended with the warning that these difficulties should not be allowed to make psychology an unpopular subject at a time when the complexity of the modern civilisation was needing psychologists in large numbers.

Other teachers who participated in the discussions were Sm. Usha Guha (Kamala Chatterjee School for Girls) ; Sm. Chameli Devi, Sm. Bina Devi (R. K. M. Nivedita Girls' School) ; Sm. Lina Nundy (Saktinagar Girls' High School) ; Sm. Malati Devi (Bhupatinagar Kanya Balika Vidyalaya) ; Sri Ajit Banerjee (Sri Ramkrishna Siksalaya) and Sri Dinabandhu Chowdhury (Kalyangarh Vidyalaya). They were guided in their discussions by Principals D. N. Roy and N. Das, Dr. Miss Suhasi Ghose and Sm. Santi Dutt.

The following is a summary of points raised by the above-mentioned teachers :—

1. Breakage of apparatus by pupils would be inevitable but it would be difficult to have repairs done with caution money of Rs. 20 only per head. The difficulties regarding machinery would be still greater in rural areas where there is no gas and electricity and no facilities for repairs. To be practicable, the criteria for psychological tests should be that they are quick, simple and cheap. As such, simple paper-pencil tests are much more to be preferred for practice in schools.
2. Teachers of psychology should be granted a special allowance or a higher start in the salary scale because of the difficult nature of their work. There work should be made lighter and they should be given more scope to apply training1college-methods in class.
3. Teachers teaching higher classes should not be made to take lower classes for absentee teachers because this demands too much mental adjustment on their part.
4. There is too much practical work in the syllabus in proportion to only 25% of the marks. In the theoretical portion, of the syllabus, the history of psychology in connection with the definition of psychology is too difficult for school pupils. The topics of study as stated in the syllabus are often vaguely worded (e.g. "general acquaintance with the nervous system" — what does general acquaintance mean ?) This vagueness does not only place difficulties in the way of teaching, but also makes it almost impossible to achieve uniformity of standard between school and school.

Principal D. N. Roy was the first amongst the resource persons to take up some of the points made by the participants. He was at one with them in doubting the possibility practical examinations on Psychology being held in the first few years of the new School Final Examinations, but that should be no reason for considering the practical work done in class as wasted. There was a time when practical work was done in Intermediate Science classes but not taken in the I.Sc. Examinations. Practical work is necessary not just for examinations but for understanding and learning the subject well.

He agreed that Logic and Psychology should be offered as separate subjects at the higher secondary school stage and suggested that both the subjects may be included in both Science and Humanities groups.

He mentioned that the question of giving grants for equipment for Humanities also was being considered by the authorities but that will take some time to materialise. Short term solutions, therefore, must be worked out for circumventing difficulties of practical work in the intervening period.

So far as the question of allowance or higher initial salary was concerned, these claims were legitimate but not relevant to the points at issue in this short training course.

He did not agree with the idea that the mental adjustments needed for teaching in both higher and lower classes of school were undesirable. He considered such adjustments beneficial for both teacher and pupil and conducive to the development of a school as an integrated institution. The load of work of a teacher engaged in laboratory practical should, however, be reasonably light so that his efficiency may not suffer.

About of lack of uniformity of standard, Sri Roy was of the opinion that these differences were bound to occur even with a detailed syllabus and only experience and interchange of ideas could resolve them.

Mrs. Dutt mentioned that she had discussed some points of Logic also, but these had not been place before the group which dealt with Psychology only. These points, however, would be forwarded to the Board of Secondary Education and the Chairman of the Syllabus Committee for their consideration.

Regarding the syllabus forPsychology, she was of the opinion that a very brief history of the development of psychology as the science of the mind was not only relevant to but necessary for understanding the definition of psychology. This was necessary also in view of the fact that some mention of the different schools of psychology was bound to occur in course of the studies. The relationship of Psychology with the sciences and branches of Psychology should be also included though some of the participants had not liked to consider its relation to Physics and Chemistry.

She then discussed, in details, the topics that should be included in a school syllabus for Psychology and those that should be omited. She recommended that questions in the School Final Examinations should be simple, concrete and non-critical at least for the first few years. A separate note on her suggestions has been appended later.

Dr. Miss Ghose felt that, in 'individual differences' discussions about height and weight would be nothing new and, therefore, some other measurements should be included which would be newer and more interesting while these can be used as a familiar starting point only. She then gave some suggestions as to how the practical work can be made more interesting, easy to execute and simpler to understand. Her suggestions have been given separately.

Mrs. Das was doubtful whether the syllabus for psychology was really as heavy as it is gene-

rally considered to be. It is definitely heavy lumped together with Logic, but will need to be supplemented if and when taken as a separate subject. An advantage arising out of separating the two subjects would be the appointment of an extra teacher and the lightening of the load of the teacher teaching the double subject. If the present stage of combined subjecthood of Logic and Psychology continued in the Humanities stream then it would be equally difficult, in the future, to obtain good students of Psychology in the B.Sc. and Philosophy in the B.A. classes.

She considered these teachers, who felt themselves to be in such difficulties, as pioneers. The new syllabuses have been drawn up on the basis of abstract theorisation, but the teachers can give detailed, concrete suggestions on the basis of actual practical experience. The responsibility for standardising and stabilising a situation of confusion through actually working out solutions also lay with the teachers.

Our system of secondary education is now passing through a stage of transition. It is not within the power of the Department to take action on every matter of difficulty but help will be rendered wherever and whenever it is possible. This training course represents only a part of what the Departments of Extension Services would like to do for teachers and more will be done on request after they have gone back to their classes. Their recommendations about the syllabus for Psychology will be forwarded to the Board of Secondary Education of West Bengal.

This first part of serious work being over, the day's sitting was rounded off by a variety entertainment of music, recitation and light refreshments all got up by the participants. Prominent among those who took part in these were Sm. Vijayalaksmi Das of Prabartak Vidyapith, Sm. Bina Devi of R. K. M. Nivedita Girls School, Sri Subodh Kumar Chakravarti of Nebadhai M. P. H. S. School and Sri Dinabandhu Chowdhury of Kalyangarh Vidyalaya.

Principal D. N. Ray gave away the certificates at the end of the function.

The next day — the last day of the course (17th) was accentuated by a visit by Dr. S. C. Mitra, Head of the Department of Psychology of the University of Science College. The participants were happy to be able to place the formulations of the previous day's discussions before him. Dr. Mitra said that constructive suggestions, regarding possible revision of the syllabus, from teachers with experience wre always welcome. He agreed with many of their suggestions and asked them to work these out in details in the form of a scheme. He himself gave some suggestions on the matter and invited the participants to a visit to the Science College on Monday, the 22nd at 2 P.M.

(KALYANI KARLEKAR)

IV

SOME SUGGESTIONS

A short training course on Psychology for the Higher Secondary School teachers was organised jointly by the Departments of Extension Services of the Institute of Education for Women and the David Hare Training College. The course lasted from the 2nd June to the 17th June 1959, and seventeen teachers both men and women participated. In order to master the experiments they practised nearly for four hours daily.

Some practical difficulties noted by the teachers are as follows :—

1. The recording arrangements of four experiments were rather laborious with smoked drum attached to the kymograph, chronometer electromagnetic stylus, dry cells etc. Smoking the paper with a flaming burner and rotating the drum at the same time, is a difficult task for the young boys and girls. Chronometer is an expensive and highly sensitive instrument to be handled by the school pupils, so is the electric kymograph. Simple recording with the help of a stop

watch should be introduced in school experiments.

2. Two experiments were inappropriate for the named topics. (*a*) Ergograph to study emotion — observation of bodily changes accompanying different emotions. (*b*) Tapping instrument, to find out individual differences, neither physical nor mental traits could be measured with it.

3. More measurements of height and weight are not enough for physical tests. To most pupils these are nothing new, as they are used in school health examination. Some anthropometric tests such as grip or muscular strength or head measurement may be added.

4. To conduct one experiment on fluctuation of attention, such accessories are needed as smoked drum attached to the kymograph, chronometer, electromagnetic stylus make-key, dry cells wire, stand, screen. It is not possible for the pupils of classes of IX and X to manipulate all these.

There are many short and interesting experiments on memory and attention which would be enjoyable for the youngsters. Similarly some easy experiments, without apparatus may replace the experiments with Ergograph and Pneumograph.

Cost of apparatus, space in the school technical ability of the teachers, above all, age and maturity of the pupils must be considered in framing a syllabus.

Simple, interesting experiments with paper, pencil and stop watch may be introduced at this early stage to make the subject popular and attractive.

These problems were discussed with the teachers, they experienced difficulties and urged for changing the syllabus immediately to make it interesting and suitable for the pupils as most schools has not started their practical course yet.

(S. GHOSE)

"The time is ripe for a thorough overhaul of the content of the curriculum, in order to make it an effective and efficient instrument in establishing and maintaining a dynamic, democratic society.

"The main lines of a curriculum should emerge from a consideration of the needs of children at different stages of development, in relation to the conditions of the society in which they live today and of the society of tomorrow in which they will live as adults."

(The Content of Education — Interim Report of the Council for Curriculum Reform.)

মনোবিজ্ঞানের পাঠ

অধ্যাপিকা শান্তি দত্ত

আমাদের দেশে শিক্ষার মাধ্যমিক স্তরে সংস্কার স্থরু হয়েছে। পাঠ্যক্রমের সংস্কার তার মধ্যে একটি বিশেষ স্থান অধিকার করেছে। নতুন পাঠ্যক্রমে কয়েকটি বিষয়ের অন্তর্ভুক্তি সহজেই চোখে পড়ে, যেমন Elements of Economics and Civics, Elements of Psychology and Logic, ইত্যাদি। বলাই বাহুল্য, এর কারণ হচ্ছে, Intermediate স্তরের বিলুপ্তি, Intermediate স্তরে যে বিষয়গুলি পড়ান হতো তার কিছু অংশ মাধ্যমিক স্তরেই স্থরু হবে, এবং সেই বিষয়গুলিই বিষদ ভাবে আবার তিন বছরের ডিগ্রী কোর্সে পড়ান হবে।

গত জানুয়ারী মাসে আমাদের কলেজে কয়েকটি আলোচনা সভার আয়োজন করা হয়। একটি সভার আলোচ্য বিষয় ছিল মাধ্যমিক স্তরে ঐচ্ছিক বিষয় সমূহ এবং বিশেষ করে আমরা অলোচনা করেছিলাম মনোবিজ্ঞান ও তর্কশাস্ত্র, ইতিহাস, বিজ্ঞান ইত্যাদি বিষয় সম্বন্ধে। সে আলোচনায় দেখা গেল, যে বিষয়গুলি কোনদিন বিদ্যালয়ে পাঠ্যসূচীর অন্তর্গত ছিল না, যেমন মনোবিজ্ঞান ও তর্কশাস্ত্র, এবং ট্রেনিং কলেজে যে বিষয়ের শিক্ষণ পদ্ধতি সম্বন্ধে আলোচনা ও শিক্ষাদানের কোন ব্যবস্থা নেই, সেই বিষয়গুলি সম্বন্ধে যথেষ্ট প্রশ্ন ও ভীতির অবকাশ রয়েছে। যাঁরা শুধু কলেজেই এতকাল মনোবিজ্ঞান ও তর্কশাস্ত্র পড়িয়ে এসেছেন, তাঁরা ভেবে পাচ্ছেন না, কি করে বিদ্যালয়ের ছাত্রদের উপযোগী করে ঐ বিষয়গুলি পড়ান যেতে পারে, কারণ এতে পাঠ্যক্রমে কোন তফাৎ দেখা যায় না। আমাদের কাছে অনুরোধ এল, বিদ্যালয়ে কিশোর মনের উপযোগী করে একটি পাঠন পদ্ধতি বার করতে ও এ বিষয়ে পথপ্রদর্শকের কাজ করতে।

আমাদের ওপর শুধু মনোবিজ্ঞানের ক্লাশ করার ভার পড়ল। বিদ্যালয়ে মনোবিজ্ঞান পড়ানোতে শিক্ষকগণ কয়েকটি বিশেষ অস্থবিধা বোধ করছিলেন। প্রথমতঃ পাঠ্যসূচীতে পরীক্ষামূলক মনোবিজ্ঞানের বেশ খানিকটা অংশ দেওয়া হয়েছে, এবং হাতে কলমে পরীক্ষা করতে হবে তিন বছর ধরে। এখানে শিক্ষক সমস্যা প্রবল হচ্ছে। যাঁরা কোলকাতা বিশ্ববিদ্যালয়ের দর্শনশাস্ত্রে 'মনোবিজ্ঞান' বিশেষ বিষয় নিয়ে এম-এ পাশ করেছেন, তাঁরা হাতেকলমে মনোবিজ্ঞানের পরীক্ষাগুলি করেননি। আবার যাঁরা পরীক্ষামূলক মনোবিজ্ঞানে এম-এস-সি পাশ করেছেন, তাঁরা পরীক্ষাগুলি সম্বন্ধে অত্যন্ত ওয়াকিবহাল, কিন্তু তাঁরা লজিক পড়াতে অস্থবিধা বোধ করেন। দ্বিতীয়তঃ ছাত্রদের উপযোগী করে, সহজ সরল ভাবে সমস্ত বিষয়টি পরিবেশন করার প্রশ্ন তাঁদের চিন্তিত করেছে।

আমাদের এক্সটেন্‌সন ডিপার্টমেন্ট এবিষয়ে সহায়তা দানে এগিয়ে এলেন, এবং ভার পড়লো আমার ও আমার অন্যতম সহকর্মিনী অধ্যাপিকা ডাঃ স্থহাসি ঘোষের ওপর।

মাত্র পনের দিনে কতটা তথ্য দিতে পেরেছি জানিনা, তবে যথাসাধ্য চেষ্টা করেছি, একটা পঠন পদ্ধতির ধারণা দিতে। আমার ভাগে পড়েছিল মনোবিজ্ঞানের Theoretical ও Statistics অংশ।

আমার ধারণা, মনোবিজ্ঞান অত্যন্ত সহজ, সরল ও সরস ভাবে ছাত্রদের পড়ান যায়। বার, কি তের থেকে পনের বৎসর বয়সের ছেলেমেয়েদের যুক্তিপূর্ণ চিন্তার ক্ষমতা যথেষ্ট বিকাশ পায়। প্রশ্ন হচ্ছে, তাদের স্বাধীনভাবে চিন্তার স্থযোগ আমরা কতটা দিই? সমগ্র বিষয়বস্তুটিকে বিশ্লেষণ করে তার সাধারণ সূত্রগুলির আবিষ্কার তাদেরই করার কথা, শিক্ষক শুধু কৌতুহল ও ঔত্সুক্য জাগিয়ে দেবেন, প্রশ্ন করতে ও চিন্তা করতে শেখাবেন, এবং প্রশ্নের উপযুক্ত জবাব দিয়ে এক চিন্তাধারা থেকে যুক্তিপূর্ণ ভাবে অপর চিন্তাধারায় চলে যেতে সাহায্য করবেন। সাধারণ

কলেজ গুলিতে ছাত্রের দল নির্বাক শ্রোতার ভূমিকা গ্রহণ করে এবং অধ্যাপক অনর্গল ব্যাখ্যা করে যান। সে ব্যাখ্যা কার্য্যকরী হয় তখনই যখন সেই বক্তৃতা শুনে ছাত্র সমস্যা খুঁজে পায়, তার চিন্তাশক্তি উদ্বুদ্ধ হয় ও লাইব্রেরীঘরে গিয়ে নানা বই ঘেঁটে প্রচুর তথ্য সংগ্রহ করে নিজের জ্ঞানপিপাসা মেটায়। কিন্তু অধিকাংশ ছাত্র সেভাবে উদ্বুদ্ধ হয় না।

বিদ্যালয়ে এ পদ্ধতি সম্পূর্ণ অচল। বিদ্যালয়ে কিশোরের চঞ্চল কর্মপ্রবণ মনকে ও চিন্তাশক্তিকে কর্মের খোরাক দিতে হবে। কি হবে তাহলে পাঠন পদ্ধতি? কেমন করে পড়াব 'আবেগের' প্রকৃতি? 'আবেগের' সংজ্ঞা দিয়েত স্থরু করব? কেমন করে পড়াব 'মনোবিজ্ঞানের সংজ্ঞা', 'পদ্ধতি' ইত্যাদির মত কঠিন, বস্তুবিরহিত চিন্তার বিষয়? চতুর্দিক থেকে বর্ষিত হতে লাগলো প্রশ্নবাণ।

দেখা যাক্ আমাদের উভয় পক্ষের চেষ্টায় কোন পথ পাওয়া যায় কি না, এবং শেষ পর্যন্ত পথ পাওয়া গেল এবং পাঠ্যক্রমের বিরুদ্ধে যুক্তির তীব্রতা অনেকটাই কমে এল। সাধারণ পাঠন পদ্ধতির ছকে মনোবিজ্ঞানকে কেমন করে চালা হোল, সে ইতিহাস বলার আগে সাধারণ পাঠন পদ্ধতির নিয়মগুলি একটু বলে নিই।

প্রথম ধাপ হচ্ছে, আগ্রহ ও ঔৎস্থক্যের স্বৃষ্টি। ছাত্রের মনোযোগকে আকর্ষণ করতে হবে। তার পুরাতন অভিজ্ঞতার সঙ্গে যোগসূত্র স্থাপন করেই নূতন বিষয়বস্তুটি উপস্থাপিত করতে হবে। এই নূতন ও পুরাতনের মধ্যে সংযোগসাধনকে হারবার্ট বলেছেন এপারসেপশন। বিষয়টি উপস্থিত করে' নানা প্রশ্নোত্তরের মাধ্যমে তার পূর্ণ বিশ্লেষণ করতে হবে। বিষয়ের প্রত্যেকটি অংশ যে একটি মূলসূত্র দ্বারা গ্রথিত, তা যখন ছাত্ররা বুঝতে পারবে, অর্থাৎ তারা নিজেরাই শিক্ষকের সাহায্যে মূলসূত্রগুলি গঠন করবে, তখনই বিষয়টি শেখার দিকে অনেকটাই তারা অগ্রসর হবে এবং নানাভাবে পড়ে', হাতেকলমে পরীক্ষা করে' তাদের মনে বিষয়টি ভাল করে' গেঁথে যাবে। পরিশেষে তারা নবলব্ধ জ্ঞান কাজে লাগাতে চেষ্টা করবে।

আবেগ থেকে একটি উদাহরণ দেওয়া যাক। শিক্ষক ক্লাসে এসেই অনর্গল আবেগের প্রকৃতি ও শ্রেণী বিভাগ নিয়ে বক্তৃতা স্থরু না করে', ছাত্রদের সংগে তাদের অভিজ্ঞতা নিয়ে কিছু আলোচনা করতে পারেন। —"তোমার ছোট ভাইটি রাগ করলে কি করে?" —"হাত-পা ছুঁড়ে কাঁদে বা যার ওপর রাগ করে তার একটা জিনিষ নিয়ে ফেলে দেয়," "মারধোর করে" "মুখ লাল হয়ে যায়," "আরো কি আবেগ হতে পারে আমাদের?" "আনন্দ, দুঃখ, ভয়।" "বহু পুরাণো বন্ধুকে দেখলে মনোভাব কি হয়?" "খারাপ নম্বর পেলে?" "হঠাৎ পাগলা কুকুরের সামনে পড়লে?"

ভয় পেলে লোকে কি করে? —গলা শুকিয়ে যায়, ফ্যাকাশে হয়ে যায় মুখ, অনেক সময়ে পালাতে পারে না, স্থানুর মত হয়ে দাঁড়িয়ে থাকে। এ-ভাবে, সুকৌশলে ছাত্রদের নিজ জীবনের দৈনন্দিন অভিজ্ঞতা থেকে জোগাড় করে' নিতে হবে নানা আবেগের নাম, তাদের প্রকাশ ভঙ্গী, তাদের প্রকৃতি। সেই প্রসঙ্গেই আসবে তার বৈজ্ঞানিক ব্যাখ্যা ও সূত্র গঠন ও পরিশেষে কিছুটা পরীক্ষার সাহায্যে হাতে কলমে পর্য্যবেক্ষণ করে', সমস্ত বিষয়টি ভালো করে' অনুধাবন করা।

নানা Theory ও মতবাদের ঝগড়ার, যথা Schools of Psychology, মধ্যে না গিয়ে তাদের বক্তব্য বিষয়গুলি সহজভাবে বলা সম্ভব বলেই আমার বিশ্বাস।

পরিশেষে, পাঠ্যপুস্তকের অভাবের কথা নিয়ে সবাই অভিযোগ করেছেন। আশা করি সে অভাব দূরীভূত করতে শিক্ষক ও শিক্ষিকারা নিজেরাই এগিয়ে আসবেন। পাঠ্যসূচী একটা অনড়, অটল বস্তু নয়, প্রয়োজনে তার পরিবর্তন ও পরিবর্ধন নিশ্চয়ই সম্ভব।

দুইটি পাঠটীকা

শ্রীমতী বীণা দেবী

১

বিদ্যালয়—		বিষয়—	মনোবিজ্ঞান
শ্রেণী—	নবম	বিশেষ বিষয়—	'মনোবিজ্ঞানের সংজ্ঞা'
ছাত্রীসংখ্যা—	২০		
বয়সের গড়—	১৪+	অদ্যকার পাঠ—	
সময়—			মনোবিজ্ঞানের সংজ্ঞা
তারিখ—			"প্রথমাংশ"
শিক্ষিকা—			

উদ্দেশ্য মনোবিজ্ঞানের সংজ্ঞা বিষয়ে ছাত্রীদের একটি পরিষ্কার ধারণা গড়িয়া তুলিতে সহায়তা করা।

উপকরণ বোর্ড, চক্ ইত্যাদি।

পূর্ব্বজ্ঞান ছাত্রীদের চেতন অচেতন পদার্থের পার্থক্য বিষয়ে সাধারণ জ্ঞান আছে।

আয়োজন ছাত্রীদের মন বর্ত্তমান পাঠাভিমুখী করিবার জন্য শিক্ষিকা নিম্নরূপ কতিপয় প্রশ্ন করিয়া তাহার উত্তর সংগ্রহ করিবেন। ছাত্রীদের প্রদত্ত উত্তর সমূহ সংক্ষিপ্ত আকারে বোর্ডে লিখিত হইবে। (তালিকা অনুযায়ী)

প্রশ্ন—	সম্ভাব্য উত্তর— (Board Work)
(ক) চেতন, অচেতন বস্তু বলতে কি বুঝায়?	(ক) প্রাণহীন জিনিষ অচেতন এবং প্রাণজীব যা কিছু তাকে বলি চেতন।
(খ) শ্রেণীতে যেসব জিনিষ আছে তারমধ্যে কয়েকটি অচেতন জিনিষের নাম কর।	(খ) টেবিল, চেয়ার, ডেস্ক, আলমারী প্রভৃতি।
(গ) শ্রেণীতে (বা বিদ্যালয়ের মধ্যে) এমন এমন কিছু জিনিষ আছে কি যা অচেতন হলেও সচল?	(গ) পাখা (Fan), সেলাই কল, স্কুলবাস ইত্যাদি।
(ঘ) এবার চেতন এবং সচল—ঘরে এমন কিছু থাকলে বল।	(গ) আমরা সবাই (অর্থাৎ মানুষ)।

আ যো জ ন

উল্লিখিত—

(ক) অচেতন পদার্থের কয়েকটি গুণের নাম কর।

(খ) অচেতন অথচ সচল পদার্থগুলির কি কি গুণ আছে?

শিক্ষিকা এবার সংগৃহীত উদাহরণ গুলিকে বোর্ডে তালিকা অনুসারে লিখিয়া তিনপ্রকার পদার্থের মধ্যে পার্থক্য নিরূপণ করবেন— (এক্ষেত্রেও ছাত্রীদের সহায়তায় প্রশ্নোত্তরের মাধ্যমে অগ্রসর হইবেন)।

(গ) চেতন এবং গতিশীল মানুষের কি কি গুণ আছে ?

অচেতন+অচল	অচেতন ও সচল	চেতন-সচল
চেয়ার টেবিল প্রভৃতি——প্রাণ নেই, চল্‌তে পারেনা, ভাবনা, চিন্তা, আনন্দ নিরানন্দ কিছু নেই—এক কথায় মন নেই।	পাখা ইত্যাদি প্রাণ নেই আনন্দ, নিরানন্দ, মন খারাপ নেই, পড়াশুনা মনে রাখা কিছুই নেই—তবে চলতে পারে	মানুষ—প্রাণ আছে চিন্তা করতে পারে, সুখ দুঃখ প্রভৃতি আছে। মনদিয়ে পড়ে, মনেরাখে। অতএব মন আছে আবার চলতেও পারে।

(ঘ) প্রথম দুই রকম বস্তুর সঙ্গে মানুষের পার্থক্য বিশেষ ভাবে কোন কোন গুণের জন্য ?

(ঘ) মানুষের প্রাণ আছে—অপর দু'টিতে তা নেই।
মানুষের মন আছে— ,, ,, ,,

সিদ্ধান্ত— মানুষের "মন" আছে।

মনের বিবিধ প্রক্রিয়া (ছাত্রীদের সম্ভব্য উত্তর থেকে)

মানুষের মন আছে এই সিদ্ধান্তের পর শিক্ষিকা এবার মনোবিজ্ঞানের সংজ্ঞা আলোচনায় পুনরায় প্রশ্নোত্তরের মাধ্যমে অগ্রসর হবেন।

উপস্থাপন

প্রশ্ন— (ক) আমরা পড়া শিখতে গেলে কি করি ?

(খ) জটিল একটি প্রশ্নের উত্তর কি ভাবে দিই ?

(গ) উত্তর ঠিকমত দিয়ে প্রশংসা পেলে কি মনে হয় ?

(ক) মনোযোগ দিয়ে পড়ি।

(খ) চিন্তা করে ভেবে কাজ করি।

(গ) নিন্দা প্রশংসায় মনে দুঃখ বা আনন্দ অনুভব করি।

এভাবে আরও কয়েকটি উদাহরণ সংগ্রহ করে 'মন' বলতে কতগুলি কাজের সমষ্টি একথাটি ভাল ভাবে আলোচিত হবে।

মন বলতে তাই—
মনের বিভিন্ন প্রক্রিয়া গুলিকেই বুঝায় (thinking, feeling, willing)

মনোবিজ্ঞান—
যে বিজ্ঞানে মনের এই সব বিভিন্ন প্রক্রিয়া গুলি, প্রকৃতি, তাদের কার্যকারণ সম্বন্ধ, নিয়ম ইত্যাদি বিষয়ে আলোচনা এবং ব্যাখ্যা করা হয় তাকেই বলা হয় মনোবিজ্ঞান।

যে কোন বৈজ্ঞানিক আবিষ্কারের যেমন একটা ক্রমবিজ্ঞানের ইতিহাস আছে তেমনি মনোবিজ্ঞানেরও এমনি একটা ইতিহাস আছে—বলে সংক্ষেপে শিক্ষিকা প্রাচীন সংজ্ঞা বিষয়ে আলোচনা করবেন।

মনোবিজ্ঞানের সংজ্ঞা

১। প্রাচীন যুগে—Psychology is the Science of Soul

২। মধ্যযুগেও—বিজ্ঞানের উন্নতি ততটা হয়নি অতএব এই রহস্য ময় 'আত্মাই' ছিল।
মনোবিজ্ঞানের বিষয় বস্তু

(ক) চন্দ্রগ্রহণ বিষয়ে (নবম শ্রেণীতে পাঠ্য) পৌরাণিক মতটি কি ? (বিদ্বেষবশতঃ চন্দ্রকে গ্রাস করতে রাহু যখন অগ্রসর হয় তখনই গ্রহণ হয়)

(খ) চন্দ্রগ্রহণের বৈজ্ঞানিক মতটি কি ? (পৃথিবীর ছায়া সূর্য্য, চন্দ্রের উপর পড়ে ইত্যাদি)

৩। আধুনিকযুগ —Psychology is the Science of Consciousness

প্রচীনযুগে 'আত্মবিজ্ঞানকেই মনোবিজ্ঞান মনে করা হত। আর এই আত্মাকে এক রহস্যময় অজ্ঞাত বস্তু মনে করা হত।

উপস্থাপন

বৈজ্ঞানিক চেতনার বিকাশের সঙ্গে সঙ্গে রহস্যময় অজ্ঞাত 'আত্মা' কথাটিকে বাদ দিয়ে মনোবিজ্ঞানের সংজ্ঞা নির্দ্দেশ করা হ'ল এইভাবে—

Psychology is the Science of Consciousness.

(বৈজ্ঞানিকগণ জানা দিয়ে অজানার ব্যাখ্যা করতে যান, অজানা দিয়ে জানাকে নয়।

(গ) প্রথম মতটি বিশ্বাস করিতে পারিনা কেন ?
(যা জানিনা, দেখিনা তাই মেনে নিতে হয়)

(ঘ) বৈজ্ঞানিকদের দৃষ্টিভঙ্গী কিরূপ ?

(পরবর্ত্তী পাঠে Psychology is the Science of Consciousness এই সংজ্ঞার দুইটি প্রধান সমালোচনা বিষয়েফ্রয়েড, এবং ব্যবহারবাদীগণের (Watson প্রভৃতি) অলোচনার পর Woodworth এর definition এর উল্লেখ করিয়া উপসংহার করা হইবে)

পুনরালোচনা

বিষয়বস্তুর সংক্ষিপ্তসার।

প্রশ্ন :—

(ক) মন বলতে কি বুঝি ?

(খ) মনোবিজ্ঞান বলতে সাধারণভাবে কি বুঝায় ? (বর্ত্তমান)

(গ) প্রাচীন যুগে মনোবিজ্ঞানের সংজ্ঞা কি ছিল ?

(ঘ) মনোবিজ্ঞানকে 'Science of the Soul' বলতে বিজ্ঞানের দিক থেকে কি অসুবিধে হয়।

(ঙ) মনোবিজ্ঞানকে Science of Consciousness বলা হল কেন ?

২

বিদ্যালয়—	
শ্রেণী—	নবম
ছাত্রী সংখ্যা—	২০
বয়সের গড়—	১৪+
সময়—	৪০ মিনিট
তারিখ—	
শিক্ষিকা—	

বিষয়— মনোবিজ্ঞান

বিশেষ বিষয়— মনোবিজ্ঞানের পদ্ধতি।

পাঠ ধারা :—

* (১) পর্য্যবেক্ষণ— (Observation)
(২) অন্তর্দর্শন— (Introspection)
(৩) পরীক্ষণ— (Experiment).
* অদ্যকার পাঠ—

উদ্দেশ্য "পর্য্যবেক্ষণ পদ্ধতির" প্রকৃতি এবং মনোবিজ্ঞানে পর্য্যবেক্ষণ পদ্ধতির প্রয়োগের সাধারণ জ্ঞানার্জনে ছাত্রাদের সহায়তা করা।

উপকরণ চক্, বোর্ড ইত্যাদি।

পূর্ব্বজ্ঞান ছাত্রীরা মনোবিজ্ঞানের 'সংজ্ঞা' ভালভাবে শিখিয়াছে।

আয়োজন পূর্ব্বপাঠ ছাত্রীরা কতটা আয়ত্ত করিয়াছে জানিবার জন্য এবং তাহাদের মন বর্ত্তমান পাঠাভিমুখী করিবার জন্য ··· ··· ··· প্রশ্ন :—

(ক) প্রাচীন কালে মনোবিজ্ঞানের সংজ্ঞা কি ছিল ?

(খ) "Psychology is the Science of Consciousness"— এই সংজ্ঞা কাহারা স্বীকার করেন না (ফ্রয়েড এবং ব্যবহারবাদীগণ)

(গ) ফ্রয়েড 'মনে'র কি কি বিভাগের উল্লেখ করেছেন ? (মনের' বিভিন্ন বিভাগ বিষয়ে ফ্রয়েড কি বলেছেন ?) সঃ উঃ—Conscious, Subconscious এবং Unconscious মনের এই তিনটি বিভাগ)

(ঘ) ব্যবহারবাদীগণ 'Consciousness' কথাটি ব্যবহার করিবার পক্ষপাতী কেন ?

(ঙ) মনোবিজ্ঞান বলতে আমরা সাধারণ ভাবে কি বুঝি ?

(চ) 'মন' বলতেই বা কি বুঝি ? (ব্যক্তির দৈহিক এবং মানসিক প্রক্রিয়াগুলির সমষ্টি)

(ছ) মনের' এই উপাদানগুলি কি উপায়ে আমরা সংগ্রহ করতে পারি ?

পাঠ ঘোষণা আজ আমরা মনোবিজ্ঞানের একটি পদ্ধতি (বা উপায়) সম্পর্কে আলোচনা করিব।

উপস্থাপন

Matter	Method
Content—বিষয়বস্তুর সংক্ষিপ্তসার	শিক্ষিকা, প্রশ্নোত্তরের মাধ্যমে বিষয়বস্তুর বিস্তৃত আলোচনায় অগ্রসর হইবেন।
সম্ভাব্য উত্তর—	প্রশ্ন—
(ক) মেঘ, বায়ুর চাপ, ইত্যাদির গতি প্রভৃতি লক্ষ্য করিয়া (পর্য্যবেক্ষণ) সেই অনুযায়ী তাহার মতামত প্রকাশ করেন।	(ক) আবহাওয়াবিদগণ কিভাবে (উপায়ে) আবহাওয়ার সংবাদ দেয় ? (যেমন ঝড় হইবে কি বজ্রপাতসহ বৃষ্টি হইবে ইত্যাদি)
(খ) যাঁহারা প্রচার করেন তাঁহারা দীর্ঘকাল চন্দ্র স্হর্য্যের অবস্থান লক্ষ্য করিয়া, জল তথা Current এর গতি প্রভৃতি লক্ষ্য করিয়া দেখিয়া সিদ্ধান্তের উপর ভিত্তি করিয়া ভবিষ্যতের জন্য সতর্ক করিয়া থাকেন।	(খ) 'গঙ্গায় বান' আসার সংবাদই বা আগে থেকে কি করিয়া প্রচার করা হয় ?
(গ) যে কোনো বিষয়ে এই রকম সিদ্ধান্ত গ্রহণ দীর্ঘকাল অত্যন্ত নির্ভুলভাবে বিষয়বস্তু লক্ষ্য করা এবং তথ্য সংগ্রহ করার উপর নির্ভর করে।	(গ) এইরকম সিদ্ধান্ত গ্রহণ, একদিন দেখিয়া বা ভাসা ভাসা দেখিয়া করা যায় কি ?
(ঘ) আমরা মানুষের বাইরের আচরণাদি (দৈহিক পরিবর্ত্তনাদি) বিশেষভাবে পর্য্যবেক্ষণ করিয়া রাগ, দুঃখ, শোক, আনন্দ প্রভৃতি মানসিক ক্রিয়া গুলির বিশ্লেষণ করতে পারি এবং	(ঘ) মনোবিজ্ঞান তো মনের ব্যাপার —এখানে কি করে এই পর্য্যবেক্ষণ পদ্ধতি কার্য্যকরী হতে পারে ?
(ঙ) সুবিধা সমূহ—	(ঙ) এই পদ্ধতির সুবিধা কি ?

(চ) ত্রুটি সমূহ—
বাইরের আচরণ দ্বারা সব সময় নির্ভুল ভাবে মনের ইচ্ছা, অনুভবাদি প্রকাশ তথা বিচার সম্ভব নয়। ('কৃত্রিম ব্যবহার' পর্য্যবেক্ষণকারীকে ভুল পথে চালিত করতে পারে ইত্যাদি)

(চ) এতে অসুবিধে কিছু আছে কি?

পুনরালোচনা ও প্রয়োগের মাধ্যমে 'পর্য্যবেক্ষণ' পদ্ধতি সম্বন্ধে আরও নানা প্রশ্নোত্তরের মাধ্যমে (ছাত্রীদের প্রত্যক্ষ অভিজ্ঞতা হইতে নানা উদাহরণ সংগ্রহ করিয়া) শিক্ষিকা আলোচ্য বিষয়টির মান গ্রহণে ছাত্রীদের সহায়তা করিবেন।

পরবর্ত্তী পাঠ "পর্য্যবেক্ষণ" পদ্ধতির ত্রুটিগুলি কিভাবে দূর করা যায় এই প্রসঙ্গ উত্থাপন করিয়া 'অন্তর্দশন' (or Introspection) পদ্ধতি সম্বন্ধে আলোচনা করা খুবই সহজ হইবে।

দুটি পরিসংখ্যানের অংক

শ্রীধনঞ্জয় কুমার নাথ

১

Measures of Central Tendency

(মধ্যগামিতার মান নির্ণয়)

বিভিন্ন প্রণালীতে মধ্যগামী মাননির্ণয় করা হয়। তন্মধ্যে যৌগিক গড় বা Arithmetic mean, মধ্যমান (median) ও ভূয়িষ্ঠক (mode) বিশেষভাবে উল্লেখযোগ্য।

(১) যৌগিক গড়—সমস্ত স্কোর বা নম্বরগুলি যোগ করিয়া যতগুলি নম্বর তত সংখ্যা দ্বারা ভাগ করিলে যৌগিক গড় পাই (নম্বর যখন শ্রেণীবদ্ধ করা হয় নাই অর্থাৎ ungrouped) নিম্নলিখিত সূত্রানুসারে গড় নির্ণয় করা হয়।

$$\text{Mean} = \frac{\Sigma X}{N}$$

যখন X=Score বা নম্বর এবং N= স্কোরের সংখ্যা অর্থাৎ

$$\text{Mean} = \frac{X_1 + x_2 + \ldots\ldots Xn}{N}$$

কিন্তু যখন ডেটা বা স্কোর অর্থাৎ তথ্যগুলি শ্রেণীবদ্ধ থাকে তখন নিম্নলিখিত সূত্রানুসারে গড় নির্ণয় করতে হয়।

$$M = \frac{\Sigma fx}{N} = \frac{fx' + f''x'' + f^n x^n}{N}$$

যখন f= পরিসংখ্যা বা Frequency, X= মধ্যবিন্দু, এবং N= তথ্যগুলির সংখ্যা।

উদাহরণ—নিম্নলিখিত স্কোর বা তথ্যগুলি গ্রহণ করি এবং উহাদের শ্রেণীবদ্ধ করিয়া যৌগিক গড় অর্থাৎ Arithmetic mean নির্ণয় করি

৭২	৭৫	৭৭	৬৭	৭২
৮১	৭৮	৬৫	৮৬	৭৩
৬৭	৮২	৭৬	৭৬	৭০
৮৩	৭১	৬৩	৭২	৭২
৬১	৬৭	৮৪	৬৯	৬৪

Class Interval শ্রেণীঅন্তর	Mid point মধ্যবিন্দু X	(Frequency) পরিসংখ্যান F	FX.
৮৪—৮৬	৮৫	২	১৭০
৮১—৮৩	৮২	৩	২৪৬
৭৮—৮০	৭৯	১	৭৯
৭৫—৭৭	৭৬	৪	৩০৪
৭২—৭৪	৭৩	৫	৩৬৫
৬৯—৭১	৭০	৩	২১০
৬৬—৬৮	৬৭	৩	২০২
৬৩—৬৫	৬৪	৩	১৯২
৬০—৬২	৬১	১	৬১
		২৫	মোট ১৮২৮

সুতরাং যৌগিক গড় $= \frac{১৮২৮}{২৫} =$ ৭৩·১২ (এক্ষেত্রে শ্রেণীঅন্তর তিন গ্রহণ করা হইয়াছে) কিন্তু যখন পরিসংখ্যা ও মধ্যবিন্দুর মান ও পরিমাণ অত্যধিক হয় তখন উপরিউক্ত প্রণালীতে গড় নির্ণয় না করিয়া নিম্নলিখিত সহজ সূত্র অনুসারে গড় নির্ণয় করিতে পারি।

সূত্র :—

$M = AM + CI$

এক্ষেত্রে, AM = Assumed mean অর্থাৎ কল্পিত গড়

C = শুদ্ধিমান বা correction

I = interval বা শ্রেণীঅন্তর

যে শ্রেণীঅন্তরের পরিসংখ্যা সর্ব্বোচ্চ সেই শ্রেণীঅন্তরের মধ্যবিন্দুকে কল্পিত গড় বা AM ধরি। এক্ষেত্রে উপরিউক্ত ছক বিন্যাস অনুযায়ী AM = ৭৩ C অর্থাৎ শুদ্ধিমান নির্ণয়ের উপায় :—

শ্রেণীবিভাগ অন্তর	পরিসংখ্যা f.	মধ্যবিন্দু	শ্রেণীঅন্তরের দূরত্ব x′	fx′
৮৪—৮৬	২	৮৫	৪	৮
৮১—৮৩	৩	৮২	৩	৯
৭৮—৮০	১	৭৯	২	২
৭৫—৭৭	৪	৭৬	১	৪
				২৩
৭২—৭৪	৫	৭৩	০	
৬৯—৭১	৩	৭০	—১	—৩
৬৬—৬৮	৩	৬৭	—২	—৬
৬৩—৬৫	৩	৬৪	—৩	—৯
৬০—৬২	১	৬১	—৪	—৪
	২৫			—২২
				২৩
				—২২
				১

মধ্যবিন্দু হইতে অন্তরগুলির শ্রেণীঅন্তর হিসাবে গণনা করিতে হইবে।

প্রথমতঃ ১, ২, ৩ ইত্যাদি এবং ৭৩ অপেক্ষা নিম্নতর সংখ্যাটীকে —১, —২, —৩ ইত্যাদি লিখিয়া লইতে হইবে। মধ্যবিন্দু ঘরে o বসিবে। এখন প্রত্যেক শ্রেণীঅন্তরের পরিসংখ্যা দ্বারা অনুরূপ সংখ্যাটিকে চিহ্ন সমেত গুণ করিতে হইবে এবং গুণ ফলগুলি যোগ করিয়া N or স্কোরের সংখ্যা দ্বারা ভাগ করিলে শুদ্ধিমান পাই।

এক্ষেত্রে $C = \frac{১}{২৫} =$ ·২৪

সুতরাং নির্ণেয় প্রকৃত গড় = ৭৩ + ·২৪ × ৩ = ৭৩·১২

Median—সংখ্যা বা তথ্যগুলিকে মানের ক্রমানুসারে সাজাইলে যে সংখ্যার উভয়দিকে সমান সংখ্যক সংখ্যা বা তথ্য থাকে তাহাকে median বলে কিন্তু যদি মধ্যবর্ত্তী সংখ্যা দুইটি হয় তাহা হইলে সংখ্যাদুইটির গড়ই হইবে median। যেখানে তথ্য বা নম্বরগুলি শ্রেণীবদ্ধ থাকে সেখানে median বা মধ্যমান নির্ণয় করিবার সূত্র নিম্নরূপ

$$\text{Median} = L + \left(\frac{\frac{N}{2} - f}{fM}\right) \times I$$

এক্ষেত্রে L = যে শ্রেণীঅন্তরে মধ্যমান অবস্থান করে তাহার নিম্নপ্রান্তসীমা

n = তথ্য বা নম্বরের সংখ্যা

f = L এর নিম্নস্থিত frequency বা পরিসংখ্যাগুলির যোগফল

fm = যে শ্রেণীঅন্তরের অন্তর্ভূর্ত্ত মধ্যমমান তাহার পরিসংখ্যা

I = Class interal বা শ্রেণীঅন্তর

সুতরাং পূর্ব্বোক্ত স্কোর অনুসারে স্কোরগুলিকে শ্রেণীবদ্ধ করিয়া এবং উপরিস্থিত ছক বিন্যাসের সাহায্যে নিম্নলিখিত ভাবে মধ্যমমান পাই

$$\text{Median বা মধ্যমাম} = ৭১\cdot৫ + \frac{\frac{২৫}{২} - ১০}{৫} \times ৩$$

$$= ৭১\cdot৫ + \frac{\frac{৫}{২}}{৫} \times ৩$$

$$= ৭১\cdot৫ + \frac{৫}{২} \times ৩ \times \frac{১}{৫} = ৭৩$$

Mode—কোন তথ্যমালায় যে তথ্যটি সর্ব্বাপেক্ষা বেশীবার থাকে তাহাকে mode বলা হয়। পূর্ব্বের তথ্যানুসারে mode = ৭২

২

(নিম্নলিখিত ২৫ টি তথ্য বা Score কে প্রথমতঃ তিন একক শ্রেণী অন্তর এবং পরে পাঁচ একক শ্রেণী অন্তর গ্রহণ করিয়া পরিসংখ্যা নিবেশনের ছক বিন্যাস কর। প্রথম থাক বা শ্রেণী অন্তর ৬০ হইতে আরম্ভ হইবে।)

Tabulate the following 25 Scores into two frequency distribution using (I) an interval of 3 (II) an interval of 5 Units. Let the first interval begin with the Score of 60

তথ্যগুলি :—

৭২	৭৫	৭৭	৬৭	৭২
৮১	৭৮	৬৫	৮৬	৭৩
৬৭	৮২	৭৬	৭৬	৭০
৮৩	৭১	৬৩	৭২	৭২
৬১	৬৭	৮৪	৬৯	৬৪

(১) তথ্যগুলির পরীক্ষান্তে দেখিতে পাই যে সর্ব্বোচ্চ তথ্য বা স্কোর ৮৪-৮৬ শ্রেণী অন্তরের মধ্যে এবং সর্ব্বনিম্ন ৬০-৬২ শ্রেণী অন্তরের অন্তর্ভূত। সুতরাং তিন এককে শ্রেণী অন্তর গ্রহণ করিয়া নিম্নলিখিত ভাবে ছকবিন্যাস করিতে পারি।

তথ্যগুলির শ্রেণী অন্তর Class interval	সংখ্যা মিলান (results of checking)	পরিসংখ্যা frequency
৮৪—৮৬	II	২
৮১—৮৩	III	৩
৭৮—৮০	I	১
৭৫—৭৭	III I′	৪
৭২—৭৪	III II	৫
৬৯—৭১	III	৩
৬৬—৬৮	III	৩
৬৩—৬৫	III	৩
৬০—৬২	I	১
		মোট—২৫

পরিসংখ্যা মিলান পদ্ধতি :—

প্রত্যেক শ্রেণী অন্তরের মধ্যে যে তথ্য আছে তাহাদের প্রত্যেকের জন্য একটি করিয়া রেখা টানিয়া পরিসংখ্যা মিলাইয়া লই।

(২) যখন শ্রেণী অন্তর পাঁচ একক তখন পরীক্ষান্তে দেখি যে সর্ব্বোচ্চ তথ্যটি ৮৫-৮৯ শ্রেণী বিভাগের মধ্যে বর্ত্তমান এবং সর্ব্বনিম্ন তথ্যটি ৬০-৬৪ শ্রেণী বিভাগের মধ্যে অবস্থিত। সুতরাং পাঁচ একক শ্রেণী অন্তর গ্রহণ করিয়া নিম্নলিখিতভাবে ছক বিন্যাস করিতে পারি।

তথ্যগুলির শ্রেণী অন্তর Class interval	সংখ্যা মিলান results of checking	পরিসংখ্যা frequency
৮৫—৮৯	I	১
৮০—৮৪	III I	৪
৭৫—৭৯	III II	৫
৭০—৭৪	III III I	৭
৬৫—৬৯	III II	৫
৬০—৬৪	III	৩
		মোট—২৫

লৈখিক চিত্র :—(দেওয়া হয় নাই)

পার্শ্বস্থিত লৈখিক চিত্রে উপরিউক্ত ছকবিন্যাস-অনুসারে পরিসংখ্যা বহুভুজ (frequency polygon) এবং আয়তলেখ (Histogram) অঙ্কন করি। পরিসংখ্যা বহুভুজ ও আয়তলেখ অঙ্কন করিতে হইলে আমাদিগকে উপরিউক্ত ছকবিন্যাস-অনুসারে শ্রেণী অন্তর গুলির মধ্যবিন্দু (mid point) নির্ণয় করিতে ইহবে।

(১) শ্রেণী অন্তরের একক যখন ৩ তখন নিম্নলিখিত মধ্যবিন্দুগুলি পাই।

তথ্যগুলির শ্রেণীঅন্তর Class interval	মধ্যবিন্দু (mid point)	পরিসংখ্যা (frequency)
৮৪—৮৬	৮৫	২
৮১—৮৩	৮২	৩
৭৮—৮০	৭৯	১
৭৫—৭৭	৭৬	৪
৭২—৭৪	৭৩	৫
৬৯—৭১	৭০	৩
৬৬—৬৮	৬৭	৩
৬৩—৬৫	৬৪	৩
৬০—৬২	৬১	১
		মোট-২৫

(২) শ্রেণী অন্তরের একক যখন ৫ তখন নিম্নলিখিত মধ্যবিন্দুগুলি পাই।

তথ্যগুলির শ্রেণীঅন্তর Class interval	মধ্যবিন্দু (mid point)	পরিসংখ্যা (frequency)
৮৫—৮৯	৮৭	১
৮০—৮৪	৮২	৪
৭৫—৭৯	৭৭	৫
৭০—৭৪	৭২	৭
৬৫—৬৯	৬৭	৫
৬০—৬৪	৬২	৩
		মোট-২৫

মধ্যবিন্দু নির্ণয় করিবার প্রণালী :—

শ্রেণীঅন্তর (Class interval) নিম্নপ্রান্তসীমার সহিত অন্তরের অর্দ্ধেক যুক্ত করিয়া মধ্যবিন্দু পাই। যে সংখ্যা বা তথ্য হইতে শ্রেণীঅন্তর আরম্ভ হয় সেই সংখ্যা হইতে ·৫ বিয়োগ করিলে নিম্নসীমা (Lower limit) পাই। (অন্যান্য নিয়মেও মধ্যবিন্দু বাহির করা যাইতে পারে, কিন্তু এখানে আমরা এই নিয়ম অনুসরন করিয়াছি)

লৈখিক চিত্রে গক ও গথ দুইটি অক্ষরেখা গ বিন্দুতে মিলিত হইয়াছে। গ উহাদের কেন্দ্র। গক ও গথ দুইটি অক্ষরেখায় যথাক্রমে শ্রেণীঅন্তর অর্থাৎ Class interval এবং পরিসংখ্যা অর্থাৎ frequencyকে প্রকাশ করি। এক্ষেত্রে Class interval অর্থাৎ শ্রেণীঅন্তর তিন একক ধরা হইয়াছে। প্রতিবর্গক্ষেত্রের বাহুর দ্বিগুণকে একক ধরিয়া গক রেখায় শ্রেণীঅন্তর (Class interval) প্রকাশ করি। গক এর তিন চতুর্থাংশের সমান করিয়া গথ গ্রহণ করি। মনে রাখিতে হইবে ইহা চিত্রের সৌষ্ঠবের জন্য প্রয়োজন। এখন গথকে বৃহত্তম পরিসংখ্যা দ্বারা ভাগ করিয়া প্রতি অংশকে পরিসংখ্যা বা frequency প্রকাশ করিবার একক করি। কেন্দ্রস্থান গ হইতে কিছু পরিসর বাদ দিয়া নিম্নসীমা (Lower limit) স্থাপন করি। এইভাবে ক্রম-অনুসারে প্রতিটি শ্রেণীঅন্তরের নিম্নসীমা স্থাপন করি। মধ্যবিন্দু এবং তাহার যথাক্রম পরিসংখ্যার মান বসাইয়া লিখতে আমরা কতকগুলি নির্দ্দিষ্ট বিন্দু পাই। এই বিন্দুগুলি যোগ করিলে পরিসংখ্যা বহুভুজ পাই।

আয়তলেখ— Histogram ভূমিস্থিত প্রথম শ্রেণীঅন্তর পফ এর সমান করিয়া এবং সমান্তরাল করিয়া পরিসংখ্যা বহুভুজের নির্দ্দিষ্ট বিন্দু ট দিয়া বভ রেখা টানিলাম (বট = টভ) এবং বপ ও ভফ যুক্ত করিলাম। এইরূপে পফ বভ আয়ত ক্ষেত্র পাইলাম। অনুরূপভাবে উপরিউক্ত পরিসংখ্যা বহুভুজের অন্যান্য বিন্দু দিয়াও আয়তক্ষেত্রগুলি অঙ্কিত করিয়া আয়তলেখ পাই।

Book Review

TEACHING ENGLISH — Vol. V, No. 4, December 1958.

It is a quarterly magazine published by Orient Longmans for the British Council and is entirely devoted to the various problems that arise in teaching English to chldren whose mother tongue is some other language. Contributions are made by experienced and renowned teachers and educationists from all over India and prove very interesting and thought provoking. Attempts are also made to answer various questions that trouble teachers and names of latest reference books on the subject are often given.

In this particular volume various questions that teachers always keep asking themselves have been dealt with clearly and from a practical point of view. Sri S. P. Singh of Kishory Raman Training College, Mathura, gives his much-thoughtout opinion on the teaching of translation. We know how opinions vary widely on this subject. Briefly, like many other teachers, Sri Singh feels that "the knowledge of the structures of sentences should be acquired by students before an attempt to translate them is made." He feels that there is a need of "a new approach" to the theory of translation and to practice and gives some valuable suggestions.

Sri S. C. Gupta, M.A., M.ED., Head of the Education Dept. Meerut College, discusses at length the question of teaching poetry in secondary schools. Sri Gupta is perfectly right in saying that "the matter and method for teaching poetry to Indian children should be completely re-orientated, if the teaching of poetry is to be effective and of any value. " He also suggests the types of poems for our children and tells us why and how they should be taught.

Dr. M. S. Patel's paper on "A Linguistic approach to English grammar will draw any modern teacher's attention for the values claimed for the traditional study of grammar in schools have been challenged during the past fifty years.

Then if changes are immediately desired in the field of teaching so is it in the sphere of examination and syllabus. There is a note in this volume on the recently introduced changes in the question papers in English of the High School Examination of the Board of High School and Intermediate Education, Uttar Pradesh. Definite suggestions as to what should really be tested are also given.

Such a magazine should prove to be of great value anywhere and every secondary school should subscribe to it. A subscription of Rs. 3/- is something every school can afford.

SADHONA GUHA,
Sakhawat Memorial Girls' High School.

INTRODUCING SOCIAL STUDIES — J. F. FORRESTER. Published by Orient Longmans, Calcutta. Pp. 1-60. Price Re. 1.00.

It is a book of five chapters only with a brief Introduction by the author on "What kind of Book is this?" The chapters are —

(*i*) Social Studies and the New Approach in Education.
(*ii*) What shall we teach in the social studies?
(*iii*) Arranging the Material in Social Studies.
(*iv*) Methods in Social Studies.
(*v*) The Social Studies and the Rest of the Curriculum.

The modestly priced book within the brief limits of sixty pages only clears some fundamental concepts about this "new" subject and the "prin-

ciples underlying the introduction of the Social Studies, into the curriculum." The writer discusses in a lucid style the purpose of education in the modern democratic set-up and the relation of the subject to the making of the new citizen.' The good pupil in the past memorised text-books accurately and reproduced them in his examination but never thought of them as influencing his daily life." The idea has changed. Social Studies "aims at promoting critical thinking, encouraging a readiness for social change, at creating a disposition for acting, at developing an appreciation of other cultures and realising the interdependence of man and man and of nation and nation." The writer gives helpful suggestion for collecting materials, for arranging the same in an appropriate teaching sequence and the mehtods of approach which differ fundamentally from the traditional class-room methods. In the last chapter, the conclusion is drawn that S.S. is in vital relation with the rest of the curriculum and it provides a "core curriculum" of topics of all life interests "and it is not simply a federation of History, Geography, Civics, Economcis and Sociology." The teacher of the subject who is still fumbling for the right method of dealing with it will find this book very helpful.

THE LIBRARY IN EDUCATION — R. G. RALPH. Published by Unwin Brothers, London. Pp. 1-127. Price : 7s. 6d.

The following are the chapters of the book : 1. An Educational Problem (dealing with the need for school libraries). 2. Aims and Methods in the School Library (dealing with development of 'the reading habit', 'reading for information', 'library as a field for social training and allied values'). 3. The Library as a Part of the School (dealing with the problems and methods of organisation). 4. Book Selection (dealing with principles of book selection with reference to tastes of pupils). 5. Library Material other than books (dealing with materials and methods of display). 6. Technical Matters (dealing with such topics as Accessioning, Classification and cataloguing, Lending system etc.). 7. The Library Accommodation (dealing with area required, class-room library etc.). 8. The link with Further Education (dealing with such topics as development of the public library as a culturural centre. A carefully selected Bibliography is also given mentnoning useful lists for different aspects of the subject).

'The chief object of the book is to present the school library as an instrument of education.' and it offers practical suggestions for the teacher-librarian, who, as the author opines, "does not require an extensive knowledge of classification and cataloguing" but should equip himself with ideas as to how the school library service can really be made effective, interesting and useful to puipls. The book will be a helpful guide to teachers of our schools in most of which, the library service is regrettably dull and inefficient.

NEW OBJECTIVES FOR INDIAN EDUCATION — EMIL W. MENZEL. Pp. 1-200. Published by Oxford University Press. Price : Rs. 3.00.

'Menzel' is already a famous name in the field of Indian Education. His book 'Use of New Type Tests in India' is popular and helpful. In the book under review, Mr. Menzel enters into a new and wider field and brings to bear upon each chapter of this book his wide vision and intimate knowledge of Indian conditions of education in the present set-up. The teacher-pupil in the Training College will find in these pages all the major problems of Education discussed realistically and solutions suggested with an unbiased mind. There are thirteen chapters dealing with major topics on education such as, The State's Interest in Education, Education and Economic Welfare, Whom shall we Educate ? The Linguistic Problem ; Religious Instruction ; What shall we Teach ? Vocational Emphasis ; as well as a few chapters on philosophical aspects' of Education viz. The need for a Philosophy of Education ; National Culture and Progress ; Education, the Nature of man and his Environment ; Freedom and Discipline, Ori-

ginally and Imitation. Especially useful are the chapters on the Content of Education and the Vocational Emphasis in which the reader will find reasons discussed as to why some subjects should find place in a balanced curriculum and why technical and vocational education should become one of the main purposes of education.

A GUIDE TO PATTERNS AND USAGE IN ENGLISH — A. S. HORNBY. Pp. 1-252. Oxford University Press. Price : 10s.

The structural approach to the teaching of English as a foreign language is being recommended recently by veterans. The British Council in India and the All India Council for Secondary Education have been trying for some time past to popularise this new approach by organising Seminars and Courses all over India. Mr. Hornby's book and another book on the subject, viz. Mr. Allen's Living English Structures are useful guides for teachers who wish to try this approach with their boys. In many states Readers on the structural plan are being used with success. The approach has a scientific basis and with its help many of the difficulties associated with the grammar-translation method traditionally followed in our schools can be overcome and pupils may experience the joy of using the Englisn language in situations (artificially created of course by the teacher) which are related to their life. In order to adopt the new approach the teacher must equip himself properly and Mr. Hornby's book will be a valuable guide to him in this respect. In the course of 124 Articles only with profuse illustrations, Mr. Hornby covers functional grammar and Idioms of English, through fundamental patterns or structures. The book should be in the hands of every teacher of English who wants to do his job effectively.

INTRODUCTION TO MATHEMATICS—J. C. HILL & W. C. MCHARRIE. Pp. 1-128. Oxford University Press. Price : Rs. 1-13 as.

This is not a book on teaching methods but a collection of 49 graded exercises in Mathematics (Arithmatic, Algebra and Geometry). The purpose of the book is "to gather up the interests of the pupil and to help him to develop those interests along practical lines." The traditional barriers between the different branches of the subject have been broken down in the exercises selected and the transition from Arithmetic to Algebra and *vice versa* is so natural that the pupil is coaxed into the exercises without his knowing that he is being led out of the land of arithmatic to that of Algebra or from geometry to graphical representation. The book is modestly priced and can be on the shelf of every school library. The book will also provide help for setting New type tests in Mathematics which are being introduced in our class examinations. The drawings and illustrations are such as can easily be attempted on the blackboard by the teacher and the pupil. Exercises are given in English but they can easily be translated into the mother tongue. They can be administered to pupils from class VI to VIII. It may be said that exercises will develop a mathematical conscience in pupils for whom they are intended.

ASPECTS OF EDUCATION IN INDIA AND ABROAD — AUSTIN D'SOUZA. (Orient Longmans. Price : Rs. 6.25nP.)

The Foreword by Sri N. K. Siddhanta says 'Mr. D'Souza has covered a wide field and educationists interested in problems of primary, secondary and adult education cannot afford to neglect this work.' Mr. D'Souza himself says in his 'Preface' that he has attempted to bridge the gulf between specialists and the general public by using non-technical language as far as possible.

This small book, indeed, can serve a threefold purpose. Firstly it can act as an eye-opener to educational administrators and class-room teachers by making them conscious of the need for the tremendous changes that will have to be wrought in the body and spirit of our education in order to make it a fit instrument for the development of the citizens of a sovereign and democratic India. Secondly it can arouse parents and politicians to critical thinking about the proper type of education

for the good of their children and their country. Lastly, it can help students of education with current information and fresh ideas.

Actually, one is at a loss to decide whether it is the ideas or the information that is more important in this book. As an administrative officer of the Education Directorate of the Government of West Bengal, the author has detailed knowledge of the actual position of schools as well as the import and purport for their reorganisation. His professional training coupled with this intimate acquaintance would have surely produced an eminently useful handbook, but he has done something more. One wonders at the refreshingly revolutionary outlook that permeates all its articles and is almost led to believe that the author had never touched a bit of redtape in his life.

This is a loosely knit book covering, in independent articles, different stages and types of education in different countries, but the bias is always towards India. His penetration is deepest when he considers. Indian problems and, when describing foreign institutions and systems, he has India always in his mind. In describing the development of Secondary Education in England, he draws parallels with our country and brings lessons from their comprehensive schools for our multipurpose higher secondary schools. If Denmark has solved her rural problems through an excellent system of education, India can surely borrow some of its aspects to work her own rural socio-economic revolution through her Nai Talim.

Nothing observed by him in other countries is of just academic interest. International institutions and observations seem to have been gathered and docketed neatly into files all in terms of reference to different aspects of our own education.

Note — Reviews 2, 3, 4, 5, 6 have been reprinted from the Bulletin of the Department of Extension Services, Government Training College, Hooghly.

LIST OF PARTICIPANTS

A. LOGIC AND PSYCHOLOGY

TEACHERS OF GIRLS' SCHOOLS

Adarsha Balika Vidyalaya
1. Nilima Dutt

Bagha Jatin Balika Vidyalaya
2. Chhaya Nag

Bhavani Balika Vidyalaya
3. Roma Roy

Bhupatinagar Kanya Vidyalaya
4. Malati Devi

Kamala Balika Vidyalaya
5. Uma Mukherjee

Kamala Chatterjee Girls' School
6. Usha Guha

Prabartak Vidyapith
7. Vijaya Laksmi Das.

R. K. Mission Nivedita Girls School
8. Bina Devi
9. Chameli Devi

Saktinagar Girls High School
10. Leena Nundy

Sodepur Girls School
11. Parul Sengupta
12. Nilima Pal

TEACHERS OF BOYS SCHOOLS

Belur High School

1. Dhananjay Kumar Nath

Budge Budge P. K. Higher Secondary M. P. School

2. Usharanjan Chakravarti

Chakraveria M. P. Higher Secondary School

3. Prabir Chandra Banerjee

Kalyangarh Vidyamandir

4. Dinabandhu Modak Chowdhury

Nebadhai M. P. Higher Secondary School

5. Subodhkumar Chakravarti

Sri Ramakrishna Sikshalaya

6. Ajit Kumar Banerjee

B. STRUCTURAL METHOD OF TEACHING ENGLISH

TEACHERS OF GIRLS' SCHOOLS

Ballygunge Vidyala O' Silpa Siksayatan

1. Anima Roy

Binapani Purdah Girls High School

2. Asha Sarkar
3. Jyotirmoyee Guha

Brahmo Balika Siksalaya

4. Snehakana Gupta

Chetla Girls' School

5. Madhury Ghose
6. Rani Bose

Entally Hindu Balika Vidyamandir

7. Sovarani Bose

Holy Child Institute

8. Cecilia Chowdhury
9. Sister Gemma
10. Sister Monica
11. Sister Maria

Junior Basic School, Hastings House

12. Aparajita Neogy

Kamala Chatterjee School for Girls

13. Krishna Roy

Lajpat Balika Vidyalaya

14. Pritpal Kaur
15. H. P. Sinha
16. Usha Kapur

Ramjoy Seal Sishu Pathsala

17. Jayanti Das

Sammilita Udbastuu Balika Vidyalaya

18. Monisha Bosu

Sri Ramkrishna Sarda Pith

19. Sister Suddhistha Devi

Uttarpara Girls School

20. Sobha Lahiri

TEACHERS OF BOYS' SCHOOLS

Arya Parishad Vidyalaya

1. Sri Mahendra Nath Pande

Ballygunge Government School

2. Sm. Gauri Bhattacharya

Calcutta Madrassa

3. Sri F. Mohammad
4. Mohammad Abdul Rashid

Cathedral Mission High School

5. Sri Subodh Kumar Mukherjee

Hare School

6. Sri Ashim Mukherjee

Jagadbandhu Institution

7. Sri Phani Bhushan Haldar

Lake View High School

8. Sri Parikshit Chandra Bhowal

Mitra Institution

9. Sri Devkumar Chakravarty

Ramrick Institution

10. Sri Kamalesh Roy

Satyabhama Institution

11. Bibhuti Bhusan Mukherjee

Shahanagar High School

12.Sri Kunja Behari Bhattacharya

South Suburban School (Main)

13. Sm. Mira Mukherjee

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Review of Work

The last quarter had been one of the laziest in our existence though it could have hummed with activity had we been able to hold vacation courses as usual. We had actually received a large number of applications from teachers from all over West Bengal, but were unable to execute our plans on account of some administrative difficulties. Organisationally this has been a period of transiiton for us, as, from the first of April, 1959, the All India Council for Secondary Education has been absorbed into the Directorate of Extension Projects of the Ministry of Education of the Government of India. This has led to the recasting of some of our financial arrangements which are taking time to materialise. This is the reason why we had not been able to organise any courses for teachers from outside Calcutta during the Summer Vacation. We had, however held two training courses (on English and Psychology) for local teachers jointly with the Department of Extension Services of the David Hare Training College.

The course on the Structural Method of Teaching English was organised with the help of Mr. Weaver, Education Officer of the British Council and Mrs. B. Sarkar, Vice-Principal of Vivekananda College. Sm. Sadhana Guha and Sri Sukumar Mitra, teachers of the Sakhawat Memorial Girls' School and the Hindi High School respectively, assisted them. Thirtyfour teachers from different schools in Calcutta attended the course from the first to the thirteenth June.

The work done each day was mainly in three parts. Mr. Weaver took the morning hours for phonetics and functional grammar. Mrs. Sarkar took lectures, on the structures and methods for teaching them for one hour after lunch and the rest of the afternoon was utilised for practical work and discussion of problems by Mrs. Guha and Mr. Mitra.

Mr. Weaver had the whole group of participants and resource persons along with the two Directors and Co-ordinators for a general gathering (and a grand tea) at his residence on the 12th June. On the 13th June, the last day of the course, certificates of attendance were distributed by Mrs. N. Das, Principal, Institute of Education for Women with Principal D. N. Roy of the David Hare Training College on the Chair. Mrs. B. Sarkar presented each of the participants with a set of books which will be useful for them in their daily work of teaching. Both Mrs. Sarkar and Mr. Weaver are also eager to help these teachers in working out in class what they had been practising during the training course and would like to hear from them about the kind of help they may need.

I shall not tire the reader with a description of the course on Psychology a full report of which appears tarlier in the pages of this journal.

Apart from holding these two training courses, the Department of Extension Services had participated in some other courses and seminars conducted by important educational organisations of the State.

On the 6th April, the Co-ordinator gave a demonstration lesson at the Pratt Memorial School, with boys of class VIII of the La Mariniere School, to illustrate "The Problem Approach in Social Studies" as a part of a training course for teachers sponsored by the Chief Inspector of Anglo Indian Schools. She also participated, in May, in a three-day seminar on "Examination Reform" organised by the A.B.T.A.

Mrs. S. Dutt, Asst. Professor, of the Institute of Education for Women delivered two lectures on Mental Hygiene followed by discussions in a course organised by the A.B.W.U. for teachers connected with their "Home" some educational films from the Department's Film Library and some charts prepared by the students of the Institute were lent for the period.

Four group meetings of resource persons were held in May in connection with four training courses two of which (English and Psychology) have already been held and two (Economics and Logic) proposed to be held in the near future.

The meeting of the group of resource persons for Psychology consisting of Mrs. N Das, Dr.

Teachers' Quarterly

Foreword

What are we achieving and what are we aiming at ? Although extremely busy, day in and day out, 12 months, 30 days and 24 hours, —it is imperative that we should pause and ponder now and again. What are we doing ? Where are we going ? It is granted that we have to follow fixed syllabuses and prescribed text books. Granted also that we have to be guided, to a certain extent, by the nature of the final examination at the end of the school course and it may not be possible to reform the teaching system fully, until and unless the examination system undergoes a corresponding change. But, are we therefore compelled to turn our schools into so many factories for mechanical and blind 'by-hearting' as some of us have been doing, consciously or unconsciously ? That this method is not the best one even for the very narrow and utilitarian aim of achieving success in the School Final Examination, has been proved to us, year after year, by the sorry percentage of passes attained by our products, in spite of all our efforts. And as for the higher values of life, they are hardly even dreamt of in most of our schools.

But what can we do ? We are apt to answer — specially when we are tired and harassed, and the great problems facing as appear to be greater and more formidable.

"What can we do in such small rooms and with such crowded classes ? What can we achieve when we are so overworked and underpaid ? Nobody helps us and nobody appreciates us. Nothing can be done. Nothing can be achieved."

In this negative attitude of cynicism or hopeless despondency we are totally incapable of checking the downward trend in the quality of the education imparted in our schools.

Yet — right in the heart of this most difficult situation, it is heartening to note that, more and more teachers and more and more schools are braving the circumstances and trying to improve the quality of teaching in their schools, attempting to introduce modern methods and techniques not only for teaching school subjects, but for imparting an all-round education to children.

It is not that they have less work or more pay than others, their school buildings are not bigger, better or more fully equipped. But, only that they are more courageous and enterprising and have greater insight and foresight. They have come to realise, sooner than others, that unless we can produce boys and girls with intelligent understanding of life and its problems in the world we live in, unless we can train up well-disciplined and responsible citizens with initiative, sincerity and integrity of character, we are doomed as a democratic republic.

We must all realise this and the sooner the better for all concerned. Today the sky may appear to be dark and the atmosphere gloomy. But we must hope and work and prepare our children adequately for a better tomorrow. The future generation has got to be saved and we teachers must play our part fully in this process.

NALINI DAS

"Whenever we save in education, we are spending ten times as much for crime, delinquency and organised and unorganised neurotics."

(*The Concept and Challenge of American Education by Frederick Meyer*)

THE CUMULATIVE RECORD CARD

Prof. D. Mahanta

(*Continued*)

In the first two articles of the series, the significant implications and the content-structure of the Cumulative Record Card (to be introduced in our schools) have been discussed in detail.

We should now take up the question of *methods* for studying children with a view to collecting necessary data for the Cumulative Record Card. It may be pointed out at the outset that the success of this project very much depends on the methods we follow. As suggested before, we would be presenting here some of the *direct methods* (as against examinations or tests) of studying children, which we can readily employ.

Observation :

Observation is the simplest but the most direct method of assessing children's personality as a whole. If, however, we would like to utilise this method to our best advantage under the existing circumstances, we must try to have our observation-scheme so planned that it would provide as a clear and complete picture of the child's personality as possible, at least in respect of our specific requirements. It is also desirable from the standpoint of a practicable uniformity in assessment that the school-administrators should sit round a table and have the different abstract headings on the card (e.g. the personality traits or interests) defined reasonably objectively and preferably in the form of their manifestations in behaviour or conduct. Moreover, the Categorisations, in respect of any item under any heading, either on a three-point, five-point or seven-point scale as the case may be, must also be so precisely described that the *observers* may easily refer to them at the time of assessing any individual pupil in that respect. If that is not possible in case of a particular item, it would be wise not to categorise it at all so that our teachers may be left free to put there-in their own qualified descriptions as per the accepted definition or meaning of the item concerned.

We are also to remember that teachers can not do these observations systematically unless they get sufficient opportunities to know the children closely and intimately. But can such provisions be at all made in our schools if they are allowed to go on with the traditional type of work-programmes obtaining in almost all the schools of our state? This method of *observation* can be used effectively only when there is adequate arrangement for suitable kinds and varieties of activities and experiences in which our school children can actually participate as *active members in a democratic group*. If, on the other hand, the work-programmes in our schools are allowed to continue as usual, wherein our children have mostly a *passive role* to play, there will be very little scope for observation as such.

If for economic and other related reasons (which are generally stressed by the heads of our institutions in this regard), it becomes difficult for any school to introduce the required number of activities and experiences in the form of cocurricular activities, attempts must invariably be made to change there the nature of class-lessons so that some *activities on the part of the learners* are systematically introduced during class-teaching, through discussions, projects or other methods of group-study or group-work. Some workable arrangements can perhaps be easily made in respect of the core-subjects of the curriculum, provided we can get rid of the unnatural *examination-phobia* and we always keep before us the motto—'We are here to help the children

attain a healthy allround development and not merely cross the examination-hurdle'. A wise planning on the part of our headmasters or headmistresses and the subject-teachers is what is urgently and essentially needed. Once we can break the ice in this respect, perhaps everything desirable will follow in due course.

In our proposed record card, the three-point scale has been used which, in the opinion of many, is the crudest method of doing such assessments. Many would favour a five-point scale and some even seven. But the majority of our teachers being practically unaccustomed to such ratings and their techniques, the three-point scale may appear to be the most suitable at this initial stage. Of course, these 'good-average-poor' or 'marked-average-poor' categories must be precisely defined to make the ratings tolerably fair and satisfactory. It may also be pointed that normally, in case of the majority of schools, we may expect that roughly 65-70 percent of the total group (being rated) would be placed in the 'average' category, 15-20 percent being placed in each of the other two categories, namely, 'good' or 'marked' and 'poor'.

It should, however, be stated that in case of *doubt, hesitation* or *indefiniteness* in respect of any individual, the check-mark may be placed, if desired, at any one of the two intermediate places (to be inserted beforehand) in-between any two consecutive categories of, say, 'good or marked' and 'average' or 'average' and 'poor'. Of course, if we insist on using the five-point scale as the above procedure would naturally lead to, we should bear in mind the following rough estimates in regard to the distribution of a normal population in five-graded categories.

(*a*)	marked or good	roughly	3-4%
(*a*—)	In between good or marked		
(*b*+)	and average	..	24%
(*b*)	"Average"	..	45%
(*b*—)	In between "average"	..	24%
(*c*+)	and "poor"		
(*c*)	Poor	..	3-4%

It shoould, however, be suggested that so long we can not make adequate arrangements in our schools for the provision of experiences and activities through which the different aspects the child's personality are likely to be clearly manifested, teachers in charge of the maintenance of records may be allowed to leave out any item in respect of any individual or even in respect of the whole class as unchecked — 'not-rated', because they may feel that there have been insufficient data or evidences or opportunities in that regard.

Another possible weakness of such observational ratings lies deep in the changeable teacher-pupil relationship. If that relationship is not developed systematically on sound democratic principles and nurtured subsequently through the spirit of sympathy, cooperation and service on the part of the school administrators, parents and the related educational authorities nothing reliable may come out of these observational ratings. The teacher-pupil relationship rests on a number of violent explosives, like prejudice, bias, sentiments and attitudes of either party and the emotionally loaded situations in the midst of so many vicissitudes of human life. Naturally, therefore, the value of these ratings or judgments is likely to be immensely increased to our great satisfaction if there is provision for independent confirmation on them, simultaneously or subsequently, by a number of persons or judges who are more or less equally placed to observe and rate the child's personality. That is why it is iften demanded that these observational ratings must be corroborated by at least three teacher-judges, if not more, before they are finally entered in the record card. That is why we should also advocate the practice of recording, in a separate file for each individual pupil, of at least two independent ratings from the same teacher-judge involved in it, one at the end of, say, each semester (i.e., half-yearly). The pooling of all these judgments at the end of the year (at least two independent ratings from each of three teacher-judges, if not more) by a specially set-up Board or Committee

of four or five members (the class-teacher, two or three teachers with highest possible acquaintance with the class concerned and the headmaster/ headmistress or his/her nominee) would definitely improve the reliability and validity of all the assessments and/or recordings which thereafter can be safely entered in the Cumulative Record Card.

At no time however it be imagined that these recordings are most formal or most ordinary type of routine work.

Lastly, the interpretations of these observational ratings or assessments must always be very cautiously made. A child's personality should not be judged simply on the basis of these evidences alone, derived as they are from the child's school-life that is mostly lived in an artificial atmosphere, vibrated by the school-tone, saturated by the school-discipline and coloured by the school-practices. The over-strong discipline or, say, absolute lack of it, the rigid or otherwise school practices or the showy school-modes, may influence the child's personality at least within the school-compounds to such an extent that the apparent manifestation may not truly suggest the real picture of one's inner personality. Moreover, there is the child's family — its members and organisation, its activities and interests, its ideals and beliefs, wherefrom the child would certainly be carrying 'things'. that may make its personality look thus and thus or behave in this or that way. How are we to sieve out even a moderately clear outline of the child's real personality from its so many variegated appearances that differ from one another because of the child's playing *different roles* in diverse situations? In one important seminar organised by a Teacher-Association on the subject — 'Reform of the Examination System', — a few teachers were very much apprehensive of the ultimate use of these ratings, specially on personality traits, interests, and cocurricular activities, because they thought that these recordings may haunt the individual child all through its future life like a "ghost". None of the record-card builders would ever, perhaps, dream of such a tragic end. These apprehensions are definitely due to some wild misconceptions lurking behind the attitude of a section of the teaching community towards the introduction of record cards in schools. One, interested in educational reconstruction, would fervently wish that the opposite of what has been apprehended here might come to be true; i.e., the recordings on the cards would follow the individual-child in its future course of life like a benevolent angel, a guiding spirit.

Anyway, the foregoing discussion necessarily suggests that we must take recourse to other methods of study to supplement and through the supplementation to purify, if required or to enrich, if possible, the findings based on 'observations' only.

QUESTIONNAIRE:

The method of questionnaire is another handy method which can be conveniently employed for quick collection of data about school children. Each child, as we know, plays a number of roles in life. The role of the child in the school-community can, perhaps, be broadly estimated through observations made by teachers. But what about its role in the family, in the local community or in the students' clubs? What about its role in the school itself, a role that is felt not by the teachers but by its peers or class-mates? It is needless to add that through these variegated roles the child will be impressing the persons, groups or institutions concerned in different ways. If we want to gain an insight into the child's multiphasic or multifaceted personality, we are to devise certain techniques whereby it will be possible for us to tap the proper sources for collection of valuable information about the child's active self. The method of questionnaire is a useful device in this regard. Questionnaires may be sent to the relevant person or persons in the family, in the local community, in the subject clubs, activity-clubs or other groups. Of course, one may argue that the charge of utilising such

questionnaires for the study of child's personality should be entrusted only to school-psychologists or specialist-teachers belonging to the school guidance services. The reason is rather obvious. The questionnaire technique may appear on the surface to be quite simple and easy, but the interpretation of the findings thereof is highly technical and therefore too much sensitive. One may not object to these questionnaires being used by the school teachers for the urpose of getting a detailed picture of the child's active personality; but, then, their interpretation must always be regarded as provisional unless trends of such interpretations are corroborated by expert advice or confirmed from other sources. In order to make the information derived out of these questionnaires a little more reliable and usable, we may suggest the following principles.

(*a*) The questionnaire should, as far as practicable, be related to real experiences, concrete situations or actual behaviour.

(*b*) Each question should make a single query and never a compound one.

(*c*) The different spheres of the child's life and consequently the distinctive roles the child plays should be adequately covered.

(*d*) Questionnaires on different roles against diverse contexts or in different situations should be ingenuously mixed up and widely multiplied in order to ensure the judicious use of 'Cross-checking' as a kind of control.

In should, however, be remembered that the value of the questionnaire method depends not merely on quality of the questionnaires themselves; it depends to a great extent on how the questionnaires are actually responded to by the parties concerned. It is sometimes strongly felt that something should be done to make the parties take the questionnaires in the proper spirit of earnestness, sincerity and love for the welfare of the child in view. It is therefore suggested that the method of questionnaire should invariably form a part of our work-programme in school for the maintenance of the C.R.C.*

Biographical Reports:

The different sections of the C.R.C. are intended to depict different aspects of the child's personality and often these different aspects would give widely scattered views about the child. It is naturally claimed, therefore, that these scattered pictures should be seen in the proper developmental perspective if they are to be correctly understood and rightly appreciated. Many of the child's activities or behaviours can not be accurately interpreted unless they are interwoven into a trend or pattern with the help of events and experiences lying at the background in the past life of the child. Therein lies the need and importance of biographical reports which would conveniently provide the necessary background for a happy and satisfactory synthesis. Moreover, as hinted before, it is quite often felt that the child's life out of school, specially its family life, is a truer index of its personality than its life within school which is usually embodied by our teachers' estimates and reports. And there these biographical reports can help us a lot.

The biographical reports can be procured in the following ways :—

(*i*) The Auto-biography of the child, as obtained through diaries and periodical reports.

(*ii*) The life-history of the child as obtained from the parents and guardians.

(*iii*) The achievements of the child's life, as seen by its peers of the same age, class or locality or by other persons who are interested in the child.

It goes without saying that the value of these biographical reports will be greatly enhanced if (*a*) the records obtained from each of the parties

* C.R.C. stands for *Cumulative Record Card.*

concerned follow a systematic plan useful for the purpose; and (*b*) the biographical history is, as a rule, cross-checked through records obtained from different sources, e.g., the child itself, the parents or guardians, the peers, etc.

For example, the autobiographical reports may be procured on a day randomly selected during the term and it should be so procured regularly from term to term, from year to year. If it is done in this way, these reports are expected to speak a volume about the child's personality-dimensions, to be more revealing than what we may get through the so-called objective tests. Many would however feel, that the charge of compiling and screening through these biographical reports should not be placed on the poor teachers who are already overburdened with so many duties and responsibilities connected with the day-to-day activities of the school. It will be advisable, perhaps, to have on the staff a specialist teacher of the 'social worker' type. This is really a problem that pinches us most, though it is more administrative than pedagogical in character. But can we not do anything in this respect? We have as our objective, the teacher-pupil ratio of 1:20, and we have at present the teacher-pupil ratio of perhaps 1:25 (roughly) including all the specialist teachers and the teacher-librarians. Now is the time we should make a fresh bid to reach that avowed objective of 1:20.

WORK SAMPLES:

Over and above the results of usual school-examinations or newly thought-of tests of abilities, aptitudes and interests, a few work-samples like paintings, drawings, handicrafts, written reports and compositions, etc. (whether spontaneous or prescribed) may be periodically procured to gain a very useful insight into a number of significant traits of the child's personality. These work-samples would clearly indicate the child's special abilities and interests, offering valuable evidences towards their originality, quality of thought, style, emotional control, ambition or drive and social-maturity level. In fact, comparison of work-samples on the same topic or subject in respect of the same individual on a half yearly or yearly basis for two or three years may bring forth quite an interesting account of the child's developing personality.

Let us now try to draw up an acceptable form of the C.R.C. and offer systematically our suggestions for its maintenance, section by section. It may once again be repeated that the C.R.C. is intended to give as full and clear a picture of the child's personality as possible. As we propose to accept a dynamic concept of human personality which develops continuously and cumulatively through advancing years as a result of multifarious functions, experiences, interactions and inter-relationships of various traits, factors and influences, operating on, within and around the individual, we must admit that the personality-dimensions and their structure are also changing their nature and taking somewhat different shapes and patterns from say one stage of development to the other. From our knowledge of the usual trend of human development at any particular period of growth in the individual's life or at a particular stage of cultural growth in the life of the society to which the individual belongs, from our idea of the needs and requirements of the next and subsequent higher stages of the individual's career in the society, and from our experience of the facilities and opportunitties readily available in the institutions, as well as of the status of the persons who would be given the responsibility of maintaining these cards, we should plan the *content-structure* of our card and its *form*. It is to be distinctly understood that the content-structure and the form of a Record Card found quite suitable for junior grades, should not ordinarily be taken over into the senior grades. The card-structure described here is primarily meant for the Junior High or Senior Basic stage, i.e., for the last three years of our eight-year Elementary Education, corresponding mostly to the age-range of 11 to 14 years of our school children.

PERSONAL DATA :

The data to be collected and recorded under this category are strictly descriptive in nature directed towards identifying the child. Entries in this regard can be easily made if we just follow the practice of opening the C.R.C. and of starting an individual file for any pupil, simultaneously with the recording of necessary particulars in the School Admission Register. Name of the pupil name of the father and of the guardian, address (present and permanent), date of birth etc. will help us to identify the child at any time during its future life and career, specially for carrying on successfully any follow-up study, if we intend to take up any. A *recent photograph of the child* will be of great help, not only in identifying the child more easily, but also in the matter of recollecting fairly clearly at any subsequent date the important events of its past life.

II. QUALITIES AND CONDITIONS OF HEALTH :

Height, weight, chest, teeth, vision, hearing, strength of the physique, capacity for hard work, special physical disabilities (if any) these are the usual items included in this section. Information on most of these items will be coming in from the school medical officer's report, a copy of which must always be placed in the individual file for the child. If in any school there is no such provision for medical examination, immediate arrangement for the same must be made. In regard to the items — strength of the physique and capacity for hard work, the Board of four or five teachers to be set up, as suggested before, for the purpose of screening through all the materials on the eve of their final entry into the C.R.C. may have a pooling of opinions and rate the children on a five point scale, e.g., excellent, good, fair, not satisfactory and poor. When an organised psychological services will be introduced in our schools, psycho-physical test of the type of dynamometre and ergograph may be profitably used. The advantage of the recordings under this section will however be fruitful when they will be principally used for making the parents or guardians conscious of the health-problems of their wards.

III. EDUCATIONAL ACHIEVEMENTS :

This section may be divided into three subsections, namely,

(*i*) the results of school examinations.
(*ii*) the teachers' estimates.
(*iii*) the results of standardised attainment tests.

For the present, we may have the first two only ; the third sub-section will have to wait till we can develop proper tests for wider application. If, however, any individual school is in a position to arrange for such tests, the results thereof may be suitably recorded in proper form in a separate column set apart for the purpose. Let us therefore discuss only the first two subsections :—

(*i*) *School Examination Results*

The first thing to be noted in this connection is that the entire examination programme of the school for the whole session should be thoroughly planned beforehand. Secondly, the sum total of the marks (or their averages) obtained by any individual pupil, in all the important examinations of the session in respect of each of the subjects or subject-parts should be recorded. This procedure will not only make the pupils regular in their progress of studies buit it will also make them equally serious about all assessments done during the year. It may also help the teachers to utilise the terminal or monthly examination results for diagnostic purposes.

Thirdly, the raw score results in each subject should be supplemented by a *derived score.* As we know, the raw scores in any examination do not by themselves mean anything unless these are placed against a suitable standard for interpretation. The percentage scale that we are accustomed to follow in most of our examinations, though useful in a limited sense in respect of assessments

of individual subjects considered only severally, is likely to be misleading and even meaningless when *comparative assessment* of the individual child is what is desired, i.e., the achievement of one individual compared against those of others or an individual's achievement in one subject compared with his/her achievements in other subjects. It is therefore suggested that the easiest form of derived score, the *rank-score in the class* should be given alongside the total mark (or the average) of each individual in each subject. The rank score in any subject for an individual child can be determined on the basis of the total marks (or the average) obtained by that individual in that subject in respect of all the important examinations of the year, compared quantitatively against those of the other children in that particular subject for the particular year and class.

The rank-score in each subject should, however, be accompanied by the number of pupils in the class, actually taking the examinations, as otherwise the rank score alone, without the total number of pupils in the corresponding group, would not be so meaningful. Take for example, the case of a child who occupies the 19th position in a class of 19 children only, as against a child who stands 19th in a class of 60 or 80 children. Moreover, the rank-score when accompanied by the number of the group involved will help one to calculate directly the *percentile rank* of an individual child which alone can be somewhat effectively used for doing any sort of comparative study.

(*ii*) *Teachers' Estimates*

Over and above the examination marks, class-teachers may be asked to make, in close co-operation with other teachers engaged in the class, their own estimates of the performance of each pupil in respect of class-work as a whole or in specific subjects or subject-parts, as detailed below :

(*a*) Subjects in respect of which the pupil's work is much above the average.............

(*b*) Subjects in respect of which the pupil's work is much below the average.............

(*c*) Subjects or Subject-areas in which the pupil's work demands special attention (both bright and dark side of the issue to be considered)...........

(*d*) General Standard of the pupil's academic performance (an over-all estimate) — Excellent, good, fair, not satisfactory or poor................

(*e*) Standard of the pupil's performance in Mother-tongue. — Excellent, good, fair, not satisfactory or poor................

(*f*) Standard of the pupil's performance in Mathematics — Excellent, good, fair, not satisfactory or poor................

COCURRICULAR ACTIVITIES :

In regard to the types or classes of activities to be included, the following may be mentioned.

Debates, magazine, Sports and Games, Socials and other recreational activities, excursions, gardening, observance of important days like Independence Day, Republic Day, Parents' Day, Foundation Day, Birth Days of illustrious 'sons of the soil', Cooperative Store, Music and Dancing, Drawing, Painting, Craftwork, Sewing and Embroidery, First Aid, Community Health Service, Social Service, N.C.C. or A.C.C., Scouts or Guides, Exhibitions, Dramas and Recitations, Essay Competition, Wall-Newspaper, etc., etc.

It is not expected that all these activities will immediately be provided in the Schools. But it will perhaps be our goal to introduce as many of these activities as possible. It should also be

emphasized that the organisation of these activities must form a regular feature of the school's time-table. The arrangement of the items for evaluation purposes may be made as follows :—

TYPE OR CLASS OF ACTIVITY	NATURE OF PARTICIPATION					
	Frequency.			*Seriousness.*		
	Very regular.	Fairly regular.	Only occasionally.	Very serious.	Not so serious.	Indifferent.
1.						
2.						
3.						
4.						
and so on						

The rating may be done twice a year at a joint meeting of at least the class-teacher and the teacher-in-charge of the corresponding item (e.g. the music teacher at the time of rating on music, the physical instructor at the time of rating on games and sports, etc., etc.). In order to ensure reliability of these ratings, a regular register should be maintained by the teacher-in-charge of each of the items. It may also be noted that no rating should be done in respect of those items which are not adequately provided in the school programme. The 'ratings' on these activities may, perhaps, be made broad-based, and so all the more satisfactory and valuable, if the teacher-judges or raters can utilise fruitfully any additional information on the point through the use of the following 'tools'.

(*a*) Pupil's personal diaries or autobiographical reports, to be collected each month.

(*b*) Questionnaire for the parents to be sent out twice a year, just before the rating is done.

These two, the autobiographical report of the pupils and the questionnaire for the parents or guardians, will not only be found very useful for the purpose of rating the individuals in respect of cocurricular activities, but these are likely to prove almost equally useful for assessing the individual's interests and sometimes even some personality traits.

(To be Continued)

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"Who really lives profoundly?" The answer is "saints and poets." I would add "teachers". Is it not their privilege to see many young people develop, to stir them, and to intensify their motivations? There is nothing greater than to watch a student unfold in classroom."

(The Concept and Challenge of American Education by Frederick Meyer.)

A NOTICE

THE NEW EDUCATION FELLOWSHIP TENTH WORLD CONFERENCE

DELHI, INDIA

DECEMBER, 1959 — JANUARY, 1960

International President : MR. K. G. SAIYIDAIN
International Secretary : MR. J. B. ANNAND

The New Education Fellowship, founded in 1915, is a non-political, non-sectarian international movement, seeking to unite those who believe that the problems which face human society today are basically problems demanding a new type of education, more responsive to the requirements of a changing world. It is now the one existing permanent educational organisation of a world-wide scope, having many National Sections and Groups and a number of magazines published in different parts of the world.

The New Education Fellowship sets out to further educational improvement and reform throughout the world so that every individual, whatever his nationality, race, status or religion shall be educated under conditions which allow of the full and harmonious development of his whole personality, and lead to his realising and fulfilling his responsibilities to the community, and to the 'One World' in which alone human culture and civilisation can survive.

The New Education Fellowship does not consider education as confined to the years of instruction in home, school or university, but as a continuous process throughout the life of every individual. It, therefore, maintains an alert and critical attitude towards all aspects of life and society which affect education and seeks to encourage those which appear favourable to its aims and promote international understanding and peace.

The New Education Fellowship Tenth World Conference is being held for the first time in India. The New Education Fellowship Movement was responsible to a great extent in sponsoring progressive movements in Education since 1915. These progressive movements have revolutionised education all over the world and have brought in freedom and experiment in Education.

The Conference has invited six leading Educationists of the world to discuss topics of importance to teachers, parents and those interested in education in general. A conference of this nature which includes small group discussions and face to face meetings among the members would lead to a lot of exchange of ideas and understanding of different schools in thought. The Conference will have members from various parts of the world and will, therefore, offer a splendid opportunity for exchange of ideas and information. We expect a good response from you by registering yourself as a member for participating in the Conference.

Working Language — English.

Subjects of Study —

(1) The Gandhian Contribution to Education.
(2) Philosophy and Practice of Teacher Education.
(3) Administration, School Inspection and In-Service Education.
(4) Education in Home and School for Full Responsible Living.
(5) The Place of the Sciences in Modern Education.
(6) The Contribution of the Arts in Modern Education.

(Further information is available from Dr. Mrs. Madhuri Shah, New Era School, 17 Hughes Road, Bombay 7).

I — The Gandhian Contribution to Education

Trainer-Lecturer : Shri G. Ramachandran, Editor, *Gandhi Marg.*

(i) *Introduction :* Basic Education is part of the Gandhian contribution to education. It teaches the conventional educational skills through the natural and social environment and through productive work.

(ii) *Basic Education :* Ethical and aesthetic growth keep company with growth in technical skills and the growth of the intellect, all leading to a balanced and integrated personality.

(iii) *Basic Teachers' Training :* Basic Teachers' Training is now being carried out in the different States of India with the support of the Union Government. It lasts two years, with matriculation or the school final examination as minimum general educational qualification.

The training emphasises (1) corporate community living with all work fully shared, (2) study of the natural environment, (3) study of the social environment, (4) mastery of the graded processes of productive work in one major and one subsidiary craft including agriculture, (5) correlated methods of teaching by drawing knowledge from the natural and social environment and from the processes of productive work, (6) student self-government, (7) extension, (8) cultural, artistic and recreational programmes, (9) a broad based subject matter syllabus and (10) a genuinely inter-religious outlook which keeps intact basic loyalties to one's own religion.

(iv) *Individual and Social Objectives :* The objective of Basic Education in relation to the individual is a full personality development in which the intellect, skills of mind and of fingers, emotions and attitudes will be harmoniously blended. The social objective is a just, peaceful, productive, work-sharing, co-operative, well-informed and alert citizenship in a free and democratic State.

(v) *Conclusion :* These ideas are within the Gandhian contribution to education. They now apply in India and this Conference may care to discuss their applicability to other countries with suitable modification.

Gandhi expressed his philosophy of education in terms not unlike those of John Dewey : "By education I mean an all round drawing out of the best in child and man, body, mind and spirit. Literacy is not the end of education nor even the beginning. It is one of the means whereby man and woman can be ducated."

According to M. S. Patel, Gandhi believed that "all teaching should be carried on through concrete life situations relating to craft or to social and physical environment, so that whatever the child learns becomes assimilated into his growing activity. The school of Gandhiji's imagination will not be a place of passive absorption of information imparted second-hand, but will be a place of work, experimentation and discovery, because it will follow an activity curriculum. The Child acquires his knowledge actively and utilizes it for the understanding and better control of his social environment."

Thus Gandhi's concept of Basic Education is part of his comprehensive view of the place of education in man's total social living. Discussion in this group will, no doubt, range byond the details only of Basic Education as outlined above to Gandhi's broad philosophy of education.

II — Philosophy and Practice of Teacher Education

Trainer-Lecturer : Professor Ben Morris, University of Bristol Institute of Education

(i) What does the good teacher most need to possess — expertness in his subject, some creative talent of his own, mastery of the arts of instruction, knowledge of the world and his own society, intuitive understanding of children, a critical appreciation of the history and theories of education, maturity as a human being, a living educational faith ?

In what ways can and should the teacher's initial preparation cater for these needs ?

(ii) What are the essential functions of a school ? In what ways may these functions vary with :—
- (a) the nature of the local community and wider society of which the school is a part ?
- (b) the age, sex and talents of its pupils ?

(iii) How far is it meaningful to distinguish between education and training, and how may the distinction be applied in different stages of development ?

Has this yet been solved in any Training Institution and if so, how ?

(iv) In what way does the effectiveness of a school depend on the relationships (a) between teachers and parents, (b) between teachers and pupils, (c) among teachers themselves, (d) between teachers and those in higher authority, e.g., heads, inspectors, administrators ?

(v) What are the most effective means through which teachers may refresh themselves and continue their personal development ?

III — Administration, School Inspection and In-Service Education

Trainer-Lecturer : Mr. S. C. Mason, Director of Education, Leicestershire.

The following are typical questions for discussion, from which members of the group may select, and to which they will no doubt add. They are intended to be suggestive, not restrictive.

A. 1. *Administration.* How do patterns of administration in various countries differ ? Are there educational reasons for these differences ?

2. Are there areas of education administration best reserved for the Central Government and others which can best be dealt with at regional and local levels ?

3. Are there virtues in a balance of forces within the overall pattern of administration ? Can this be a safeguard to educational freedoms ?

4. Is uniformity or variety within the broad educational pattern a goal to be pursued ?

5. To what extent does urgency or limitations of finance affect patterns of administration or require more rigid controls ? How can educational considerations be given their maximum weight ?

6. How much self-government and freedom should be devolved upon the individual school ?

B. 1. What is meant by the term "efficacy" in education administration ? Should the administrator serve or dominate the school ?

2. What part do personal relationships play in education administration *vis-a-vis* schools, parents and public ?

3. What sorts of experience are to be sought in the education administrator ?

4. How far should education administrators be personally committed to or aloof from educational attitudes and theories ?

5. Since education depends fundamentally on human relations how can education administration ensure that the right person gets into the right place ?

6. How can consultation (a) with teachers (b) with other interested parties be made sufficient and effective without creating intolerable delays ?

C. 1. *Inspection*. How will the pattern of administration in each country affect the problems of school inspection ?

2. What is the scope of the work of Inspectors and to what extent will this depend on the level at which they are operating ?

3. If external assessment of the work of schools is necessary, are there advantages in its being carried out through an agency other than the one directly employing the teachers ?

4. How should Inspectors be enabled (a) to keep abreast of current ideas, research, subject material, etc. ? and (b) to spend as much time as possible in schools ?

5. Is there a place for "advisers" in contradistinction to "inspectors" who can help teachers the better by having no part in any promotion or disciplinary processes ?

6. Can any links be usually promoted between advisory services and training colleges and universities ?

D. 1. How true is it, in regard to an inspectorate, that power corrupts human relationships ? Are there dangers in the word of an inspector being accepted as a command ? And of methods becoming stereotyped to fit in with his predilections ?

2. How can good relations between inspector and heads or teachers in the classroom be promoted ? How can the natural fears, suspicions and anxieties of teachers be understood and largely be eliminated ?

3. Is there an art of inspection ? How far can encouragement of what is good be a substitute for discouragement of what is bad ? How can inspectors or advisers make a positive contribution to the self-confidence, integrity, and wider understanding of the individual teacher or head ?

4. What are the personal qualities which go to make a good inspector or adviser ? In what respect, if any, do they differ from those of the administrator ?

5. How can the effectiveness of inspection be judged ?

E. 1. *In-service Education*. What responsibilities has the employing agency for fostering the continuing education of its teachers ? Should financial aid and leave be granted for this purpose ?

2. Should Training Colleges have any continuing responsibilities of "after-care" ? What part can be played by Universities and Institutes of Education ? What contribution can be made by teachers' professional and other Associations ?

3. Should the salary and/or promotion structure provide incentives for higher or wider qualifications ?

4. What special obligations have employing

and other agencies towards the newly-appointed teacher?

5. What forms should in-service education take?

6. Does the nature of the teacher's work make it necessary for him to have special opportunities for refreshment of his personality? If so, how can this need be met?

IV. Education in Home and School for Full Fesponsible Living

Trainer-Lecturer: Professor Abdul Aziz El Koussy, Technical Adviser to the Ministry of Education, Egypt.

Some people think that full responsible living is best attained through training the young to shoulder adult responsibilities and including in them the highest adult moral values; devotion to truth, altruism, . . . etc. To what extent is this true? And if it is not, how then can we educate the young for full responsible living? Responsibility requires initiative, ability, conviction, freedom and interest. It also implies awareness of self and of others. A continual change at the present day is taking place in all such concepts. While the world is getting smaller, responsibility is getting greater.

We must take into consideration the psychological characteristics of the young (motives, attitudes, interests, abilities . . . etc.), the characteristics of the ever-widening community and the requirements of what we might call a good participant in full responsible living.

The areas of responsibility seem to be self, family, work and community. What are the requirements for each and the necessary balance? Within these are variations and changes, healthy and unhealthy conditions, conflicts and agreements.

What are the functions and characteristics of a good home, a good school? What kind of relationship should there be between home, school and community? The roles of parents, teachers, children and the community? Questions of discipline (control and freedom) in matters such as money, clothes, friends, learning, success and failure, future, . . . etc. Questions of affection and respect. Questions of security within the family, within the school and within the community.

Parents as teachers and teachers as parents. Both parents and teachers are responsible for bringing up the young so that they can realise full responsible living. Training parents and teachers for such functions.

V. The Place of the Sciences in Modern Education

Trainer-Lecturer: Professor J. A. Lauwerys, University of London Institute of Education

The problems to be studied and discussed will be selected from the list given below in accordance with the wishes of the group.

(i) What is the nature of science? How does it differ from and overlap with philosophy, religion and art? Is it a purely empirical activity? What is meant by 'scientific method' and 'scientific attitude'? Can these be taught?

(ii) What are the social functions of science? How far is it essential, for the successful industrialisation of a country, to spread widely some understanding of science? How far is it essential, for the successful industrialisation of a country, to spread widely some understanding of science? How can this best be done?

(iii) What contributions to individual development are made by the learning of

science? Do these vary according to the kind of science learnt — e.g., physics or biology; pure or applied science, etc.?

(iv) How should science be presented to children and young people so as to evoke maximum activity? How should the results of the teaching be evaluated? How can teachers make good use of commonly available materials and resources in their school work? How can a very simple laboratory be established using only the simplest materials?

(v) What should one aim at in training future teachers of science? What should be the content of science courses in training colleges and what methods should be used?

(vi) What is the intrinsic value to the personality of finding out why? The psychological significance of knowing how and why?

VI. The Contribution of the Arts in Modern Education

Trainer-Lecturer: Dr. Mulk Raj Anand, Scholar and Author.

The gigantic and often beneficent forces of industrialisation tend, throughout the world, to shift the emphasis from man as a creator to man as a routine hand at the machine.

Education, which might have preserved the integrity of the individual and encouraged his creativeness, has, through the emphasis on specialism and merely conceptual knowledge, contributed to deprive him of his wholeness.

The teaching of humanities has, therefore, to be reorientated, — from the general concept of the arts to making creative art a central force.

The Seminar might thus concentrate on the following problems :—

(i) Is there a crisis in modern education? If so, is this due to the realisation of the need for creative education as against the knowledge-importing, utilitarian, mechanical teaching persisting from the 19th century?

(ii) Is modern education tending to deprive man of that integral freedom supposed to be the basis of human personality and the foundation of character? Is it likely that the repressive and suppressive elements in current education destroy creativeness, and therefore attack the root from which human awareness springs?

(iii) Is it possible to encourage wholeness by putting 'art' (as against 'the arts') in the centre of all educational effort? It is likely that the picture precedes the idea in human development and that pictorial imagination comes before conceptual understanding. If this is true, then is there a need for the thorough revision of all teaching?

(iv) In the opinion of many educationists, as well as the basic love elements in a child, there is the dual drive towards 'doing and possessing'. The drive to do or create, incipient in the biological urges of early childhood, is often destroyed by the pressure of rote learning, while the second, the urge to possess, is narrowed in our debased and backward societies into the amassing of property and the exploitation of others. Is it possible that a better education can preserve and expand the creative urge and make possession disinterested and social?

(v) 'Learning by doing' helps to release

thought and feeling at the level of sensitive experience of outer forms, in alliance with inner rhythmic vitality. Drawing or the dance, for example, in early childhood, make for more intense, realisation of surroundings as well as happiness and integral vision and calm in the mental life. The encouragment of hand and eye in early childhood also seems to enhance awareness of life. Later, the comparison and contrast, observed in naturestudy and craft work, sharpen the critical faculties. The training, in freedom, of the child to listen to sound and abandon himself to forms of all kinds, creates the loving desire for the higher expressions of poetry, music, architecture, sculpture, painting, etc.

(vi) The urge towards creativeness being a universal tendency, the recognition of the unity of mankind through creative work seems to be easier than through ideological controversies and discussions. The unity in diversity of mankind, and co-existence, rests on the emphasis which the new education gives to man's artistic creations. It may be easier to relate individuals of different climate and nations with various traditions through aesthetic and creative consciousness. The love forces of civilisation may triumph over the hate forces, through the realisation that all diversities meet in art.

(vii) The freedom of the individual to 'become', and to belong to other individuals and groups in the world may be ensured against all the degrading influences of conflict and war, by the emphasis on the integration of personality. The free individual will then have a higher idea of his right and his responsibilities, because his freedom will be based on the recognition of creativeness as the highest value, *against* destructiveness and *for* the exprsession of human emotions, aspirations and thought at the level where calm contemplation becomes possible. The state of 'becoming' of the individual, being the search for balance in the noblest traditions of both Asia and Europe, the emphasis on the whole man, may well become the corner stone of understanding between East and West.

"If the final core of the self is something that is eternal and beyond environmental influence, we still have to consider that more empirical and historical attire in which we meet our fellow beings as citizens of a given state, as workers in factories, as clerks in an office as human beings striving for such satisfactions as are available in a given social order."

(KARL MANNHEIM)

A REPORT OF THE REFRESHER COURSE IN THE TEACHING OF ENGLISH

ORGANISED JOINTLY BY THE DEPARTMENTS OF EXTENSION SERVICES OF THE INSTITUTE OF EDUCATION FOR WOMEN & THE DAVID HARE TRAINING COLLEGE

June 1st — 13th

As in previous years there had been many applicants this year too and the Co-ordinators had quite a difficult job in selecting the trainees. For various administrative difficulties only 34 candidates were selected and they were all from schools in and near Calcutta.

The course was organised and run with the help of Mr. Weaver, Education Officer of the British Council, Calcutta and Mrs. B. Sarkar, Vice-Principal of Dinabandhu Andrews College. Sm. Sadhana Guha and Sri Sukumar Mitra assisted them.

It commenced with a preliminary meeting. The Directors Principal D. N. Roy and Principal N. Das and the Co-ordinators of the Departments were there to introduce the Resource Personnel and their assistants to the participants. In a brief opening speech Principal D. N. Roy welcomed the participants and then emphasised the need of changing our views regarding the teaching of English. He was glad that there were experienced persons to run the course.

Classes started immediately after this meeting. The programme had been drawn up before. Mr. Weaver took the morning hours for phonetics and functional grammar. After that there was a break for an hour and a half for lunch. Within that short period of 10 days Mr. Weaver dealt with some of the most essential points of phonetics and grammar. He was precise, clear and convincing. For phonetics he divided the participants into two groups and took classes alternately. I am sure some teachers who had all along wasted a lot of precious time on formal grammar were almost convinced that what a foreign learner needed was stress on functional grammar and this could automatically be done if teachers took up the structural approach seriously and looked deep into its various aspects. In addition to his talks the participants listened to some records on interesting English Conversations and reading lessons (recorded under the supervision of the English Institute, Allahabad). We are thankful to the authorities of Orient Longmans for kindly bringing in the records and gramophone.

In the afternoons, after lunch. Mrs. Sarkar was there everyday. After two preliminary lectures on modern researches in language teaching and the growth of the belief in the structural approach she dealt in detail with the graded structures and methods for teaching them. Of course it was not possible nor advisable to deal with all the selected structures.

After Mrs. Sarkar's class the trainees again broke up into two groups under Mrs. Guha and Mr. Mitra for discussion and practical work. Mrs. Guha and Mr. Mitra, who have already been teaching in their respective schools for sometime through this new direct method at first gave the participants an account of their personal experiences. Both felt that if the approach was well understood and the teacher imaginative and serious then he was sure to be successful. It is practically a combination of all the methods. Practical difficulties that would arise in various schools were

also discussed and suggestions given. Teachers who taught English to students in the primary stage asked whether their approach should be the same. The problems of reading and writing also arose — at what stage should they be introduced —for children beginning English in Class V and for those beginning in Class I ? Should the methods be the same ? many other practical questions were raised and these were answered by these two teachers who had gained some experience in the field. Mr. Weaver and Mrs. Sarkar also gave various practical suggestions. There was a general discussion on the final day.

On June 12th Mr. Weaver invited everyone, including the Directors and Co-ordinators to tea at his residence. Inspite of the bad weather almost everyone turned up. Surely none of us would have liked to miss the smiles that greeted us on our arrival at his residence! We thank him and his wife for the nice evening.

On the following day the trainees planned out a closing function which ended up with tea. We thank the trainees and Mrs. Sarkar for it. Certificates of attendance were distributed by Mrs. N. Das, Principal, Institute of Education for Women and Principal D. N. Roy was on the chair. To encourage and help the participants Mrs. B. Sarkar presented each of them with a set of text books written in accordance with the new syllabus of graded structures.

The course, though a short one, was well thought out and many of the teachers who had a vague idea or no idea at all as to what was meant by the "structural approach" carried back with them definite, concrete and practical knowledge at the end of the course.

Follow-up Work

But the aims and objects of all such courses would remain in paper only if some amount of the work done is not followed up. The Extension Service Departments are quite aware of this fact and hence every attempt is being made to meet the participants of the courses (who want to introduce the new method) either at the Training Colleges or at their respective schools.

Quite a number of the participants of the Summer Course met Mrs. Sarkar and the Co-ordinators again at the Institute on the 17th August. The Principal of the Institute of Education for Women and Mrs. S. Banerjee, Headmistress, Sakhawat Memorial Girls High School were also present on that day.

It was found that only a few of the teachers were putting into practice the methods that they had been advised to follow. Of course this was due to various administrative difficulties. Many of the schools do not follow any particular series of books, and the students have already purchased grammar and translation books. Then again there is the ultimate question of the examination papers which cannot be changed unless the Heads of the Institutions take the initiative in the matter and the other teachers co-operate. There were some other difficulties too. Yet inspite of everything, some of the enthusiastic ones did make an honest attempt to try out and they reported that there was great enthusiasm amongst the pupils.

Mrs. Sarkar and the Co-ordinators promised to visit the schools to talk to their respective Headmistresses and Headmasters and to help them as much as they could. Mrs. S. Banerjee spoke at length on the attempts that have been made so far to improve the standard of English in her school. She spoke of the monthly meetings of the English Teachers, introduction of the structural approach and of the new type of examination system (to prevent cramming) introduced in her school. Later, it was decided that there would be two demonstration lessons in the first week of August but unfortunately, owing to unforseen circumstances this has not been possible. Nevertheless we hope to fix up dates after the Puja Vacation and meet again soon.

Sadhona Guha,
Sakhawat Memorial Girls High School.

BENGAL WOMEN'S EDUCATION LEAGUE

(A Report)

Perhaps it is known to many women educationists that the B.W.E.L. is an association of long standing. Among its activities the one most beneficial to teachers is the Rains Term Programme, a series of six lectures and discussions held generally on alternate Saturdays in the months of July, August and September. This year, the topics of discussion were as follows :—

11th July :—

School and Community Collaboration in Improving Behaviour Standards of Pupils.

Speakers — Sm. Smriti Das,
Sm. Hiranprova Bose and others.

President — Sm. Monorama Bose.

25th July :—

Proper use of School Library.

Speakers — Sm. Pushpamoyee Bose,
Sm. Sushama Sengupta,
Sri Jitendra Nath Bannerjee.

President — Dr. Nihar Ranjan Ray.

8th August :—

Teaching of Geography in Senior Schools. (With demonstration)

Speaker — Sm. L. Mullick.

President — Dr. S. P. Chatterjee.

22nd August :—

Teaching of Geography in Junior Schools. (With demonstration)

Speaker — Sm. Usha Bhattacharya.

President — Dr. Rani Ghose.

5th & 19th September :—

Rating of Interest and Personality Traits. (Followed by discussion)

Speakers — Prof. K. P. Chowdhury.
Prof. D. Mahanto.

The meetings were largely attended and interesting discussions followed the lectures. The last topic was felt to be very important and one in which much enlightenment was considered absolutely necessary. Therefore, further discussions by a group of headmistresses and experienced teachers on the topic were proposed to be held after the Puja vacation.

A few meetings of headmistresses and experienced teachers were sponsored by the League to discuss the syllabus and teaching of Home Science, Science, Mathematics and Sanskrit in Higher Secondary and Multipurpose Schools. Some resolutions have been framed on the valuable suggestions forthcoming from the discussions at those meetings and it is proposed to send them in form of resolutions to the Board of Secondary Education for consideration.

During the Rains Term Programme it was announced that an excursion for the members of the League to Bhagirathi Silpasram at Simurali is being planned and is proposed to be undertaken on the 6th December, 1959.

The League has been very fortunate to get all sympathy and full co-operation from its members and well-wishers. It further hopes that more and more women educationists of the state will come forward it help it (the only organisation of its kind) to grow bigger and stronger and more useful in serving the cause of education.

MRS. S. BANNERJEE, *Headmistress*,
Sakhawat Memorial Girls' High School

BOOK REVIEWS

MEETING THE CHALLENGE — A REPORT ON THE IMPACT OF THE MIDALLIAR COMMISSION ON THE ANGLO-INDIAN SCHOOLS IN WEST BENGAL PUBLISHED FOR THE ASSOCIATION OF HEADS IN ANGLO-INDIAN SCHOOLS, WEST BENGAL by ORIENT LONGMANS.

Containing an analysis of the structure, character and ideals of Anglo-Indian Schools in West Bengal this book may be considered as unimportant for the general run of educationists, but the case is exactly the opposite.

All of us must have noticed the great increase in the popularity of Anglo-Indian Schools since the attainment of freedom by our country. Even the opening of a number of new schools has not been able to cope with this suddenly inflated demand.

It is true that the need for English is still very great in our country and a vestigial existence of the snobs' glamour for Anglicised education cannot also be denied, but these do not explain the whole of this phenomenon. We must seek further for reasons why, inspite of admitting the greater suitability of the mother tongue as the medium and national culture as the background of the education of the Indian child, such a large number of middle-class parents spend extra money to send their children to these English medium schools of foreign inspiration.

An honest search will enable us to see that these schools provide better character training and a more complete development of personality and aptitudes than do the general lot of our Indian schools. They also depend more on thorough instruction and give less scope to rote.

On the other hand they are no more the isolated institutions for Anglicised aristocrats, for an analysis of the race-content of the pupils will show a majority of Indians. Moreover they are now meeting the challenge of aligning themselves more and more with the new spirit of educational reorganisation in independent India. As a matter of fact they have been able to introduce the new orientation and standards with greater success than most of our Indian schools.

We must, therefore ask ourselves why these schools have been able to achieve what we would have liked but have not been able to in our schools and this book may provide the answer.

KALYANI KARLEKAR.

WORKSHOPS FOR TEACHERS by MARY A. O'ROURKE and WILLIAM H. BRUTON. Appleton-Century-Crofts Inc. New York.

This slim volume is described as a "handbook for all participants" and so it should be, for "in-service education of teachers in now an established part of the educational scene" not only in the United States of America but in our country also and the "workshop" has been found to be the most effective method of all for this purpose.

The reasons for this are various but mainly that it brings out teachers as the major determinants of techniques and curricula and gives them the poise and assurance without which effective education is impossible. It helps to throw up the "educational leadership" which "has fallen into a dreary rut" by replacing passive acceptance by the principle of active creativity. It not only helps the teacher psychologically and teaching by bringing reorientation to its grass-roots but also instils the new ways deep into the habits of the teacher.

"The Workshop utilises the principles which should be used everywhere in teaching ;— readiness and the motivation of personal and social needs, cooperative and participatory process, experimental procedure and continuous evaluation."

For educator-participants " . . . the term workshop is the name given to a new and bold experiment which places the responsibility of learning upon the student. It is a place to which teachers and administrators can bring their technical problems and work out solutions under expert guidance while enjoying the advantagess of superior library facilities and the counsel of fellow-educators with like problems."

After the general enunciation it goes on to list all details regarding period, background and characteristics of a workshop and also describes the basic principles. These includes the philosophy, social theory and principles of learning underlying this new method and charts out the "setting for learning" vis-a-vis the "learner" in clearly simple visual presentations.

The organisation of workshops is detailed out down to time-charts and work tables and various types of activities and ways of evaluation have been fully presented.

We consider it to be exceedingly important reading for all would be participants in workshops.

KALYANI KARLEKAR.

THE TEACHING OF ENGLISH AS A SECOND LANGUAGE by I. MORRIS. Published by Macmillan & Co. Ltd., London.

This handy volume within the brief compass of 150 pages has collected together the Principles and Methods for the teaching of English as a foreign language in junior schools. The book is written for teachers in the East and does not hold out any single pedagogical method of the writer, but discusses critically, succinctly and practically all accepted methods of approach "with an attitude free from prejudice."

The book is very useful for the teacher-in-training who is specialising in the teaching of English. Here are the contents of the book which will show its comprehensive treatment. The Nature of Foreign Language Teaching, Factors in Foreign Language Teaching (dealing with the *subject angle*, the *Pupil angle*, the *Teaching angle*), Aims and Purposes, Words, Grammar, Speech sounds (dealing in the course of only 8 pages, the sounds of English vowels and consonants, with suggestions for their treatment), Translation and Direct Method, The Speech Skill, The Reading Skill, The Writing Skill, and in the last chapter — A Correlated Scheme in which, the author admirably deals with the development of the linguistic skill of the learner though *ten progressive stages* commencing with Ear-training, sound drill to acquisition of definite skills in speech, reading and writing independently giving at every stage the very useful advice that "the class ought not to proceed to a subsequent stage until the teacher is satisfied that the major purpose of the previous stage has been achieved."

The book is equally useful for the pre-service as well as the in-service teacher of English — for the former in the shape of introduction to all acccepted methods of teaching and for the latter in the shape of brushing up his previous knowledge in the subject.

(From Library Service — Extension Service Department, Hooghly).

REVIEW OF WORK

Generally, the Rainy Season in Bengal starts with a spurt of activities with energy released by the cooling showers but ends in lethargy due to an overdose of wetness. This year, however, the pattern was somewhat upset by both Man and Nature, for the end of the season saw tantrums, in place of lethargy, expressed in the disruption of the life of the whole city for a few days on end. Then Nature joined hands and we found that the expected end of the Rains was the beginning of a fresh deluge which is still assailing us at the time of going to the press.

The Department did not organise any training course in July, but that did not mean that teachers had no place to quench their thirst for self-improvement. The Rains Term Programme of the Bengal Women's Education League was in full swing on alternate Saturdays in July, August and September. Following the general background of seasonal activities as sketched in the previous paragraph the September meetings of the League were not as well-attended as the ones held in July and August. We have printed a report of this programme in other pages but would like to add that the League is a pioneer, independent, non-political (perhaps the only one of the kind in the state) organisation of women educationists and as such should reasonably hope for the support of women teachers of West Bengal.

The only important meeting of the Department to be held in July was a group meeting of headmistresses with Sri K. P. Chowdhury, Director of the Bureau of Educational and Psychological Research. Sri Chowdhury, who had then just returned from a study tour of the U.K. and the U.S.A. talked on the problems presented to him and was able to dispel some doubts. A practical outcome of this meeting was to hold a short training course in August and September.

Accordingly, a sevenday course on the Maintenance of Cumulative Record Cards was held under the joint auspices of the Departments of Extension Services of the Institute of Education for Women and the David Hare Training College under the direction of the Bureau of Educational and Psychological Research. Thirty three women and eight men teachers attended. Three classes were held in August and four in September. Certificates of attendance were awarded to those who had attended a minimum of five out of the seven classes. Twenty seven of the women teachers received these certificates, but we are sure that, given normal circumstances, all of them would have qualified.

After the Pujah Holidays we hope to organise a follow up programme with the help of Sri K. P. Chowdhury.

A Conference of teachers of English who had undergone training in the Summer Holidays and heads of their schools was held on the 20th August, Sm. Bani Sarkar, Vice-Principal, Vivekananda College, Sm. S. Bannerjee and Sm. Sadhona Guha, Headmistress and teacher respectively of the Sakhawat Memorial Girls' High School guided the discussions. The main difficulties of teaching of English through English seemed to be the weakness of teachers in English and the difficulty of creating a suitable atmosphere in class. Lack of suitable text books and audiovisual materials also played a part.

A demonstration lesson by Sm. Sadhona Guha on the application of the Structural Approach had been arranged for the 4th September but could not be held on account of the disturbances.

The training course on Civics and Economics which had been planned for the Summer Holidays but had to be postponed will be held from the

19th to the 28th October 1959. An attractive programme has been planned by an advisory committee consisting of Sm. S. Sengupta, headmistress, Lake School for Girls, Sm. S. Bannerjee, headmistress, Sakhawat Memorial Girls High School, Sm. A. Haldar, headmistress, Bethune Collegiate School, Sm. A Guha, headmistress, Brajamohan Tewary Girls' School and Sm. S. Chakravarti, teacher, St. John's Diocesan School.

The programme will consist of content lectures by professors of Economics and Political Science and lectures and Workshops on teaching methods by experienced teachers of high schools. The Department will also try to arrange film shows.

The headmistress and two teachers of Home Science of the Rajkumari Santanamoyee Girls' High School had requested the Department to organise a conference of heads of higher secondary schools with the Home Science 'Stream', but the notice given by them being too short for the organisation of such a conference the Co-ordinator took them round to the Bethune Collegiate School, Kamala Balika Vidyalaya and R.K.M. Nivedita School. All parties considered the discussions held in these meetings to have been fruitful and we hope to publish a full report in the near future.

We are happy to note that the Directorate of Extension Programmes in Secondary Education is reviving the offer for grant for worthwhile educational experiments in Secondary Schools. We have printed the 'proforma' for application for such a grant. The Co-ordinator will gladly render any help that may be required in drawing up a project.

We are also printing, elsewhere, an announcement regarding the tenth World Conference of the New Education Fellowship which will be held in New Delhi in December and January. We feel that this will be a wonderful opportunity for really competent and enthusiastic educationists of our country to show their worth and to have a peep at the window of the wide educational world.

SOME BASIC CONCEPTS FOR GUIDANCE

1. *Human values are of greatest importance.*
2. *Guidance is interested in the whole child.*
3. *The situation including the home, school, church and community must always be considered.*
4. *Frequently guidance workers should attempt to change situations rather than attempt to fit the individual to the present circumstances.*
5. *Guidance . . . must be provided for all children and not just for problem children or for the select few.*
6. *Guidance is a continuous process.*
7. *Guidance must be a unitary function since all aspects of a person's development are interrelated.*
8. *Guidance is not prescriptive but rather works toward the goal of self-direction.*
9. *All teachers must be guidance workers.*
10. *There should be a definite plan to care for the guidance function in every school.*

(*Guidance in the Secondary School, by Shirley A. Hamri and Clifford E. Erickson*)

A PROFORMA TO BE USED IN SUBMITTING PROPOSALS FOR EXPERIMENTAL PROJECTS

I — INFORMATION ABOUT THE PROJECT

1. *Title of the Project :*
A short title indicating clearly the nature of the project should be selected. A brief description of the project or an introductory note may be added, if necessary.

2. *Aims or Objectives :*
The aims or objectives should be clearly stated with reference to the desirable changes intended to be brought about in children.

3. *Procedures :*
The procedures should be given in detail and the various stages in the implementation of the project should be fully described.

4. *Evaluation :*
The provision made for collecting evidence regarding the results of the project in terms of the stated goals must be carefully formulated.

5. *Estimates of Expenditure :*
Details of recurring or non-recurring expenditure should be given under specific heads (See criteria 5 and 6 in the Note on Experimental Projects in Secondary Schools). The percentage of the expenditure that the school is prepared to bear should also be indicated.

II — INFORMATION ABOUT THE SCHOOL

1. Name of the School.

2. Number of Pupils.

3. Strength of the staff, with the names, qualifications and experience of the teachers who would be concerned with the project.

4. Has the school undertaken any experimentation before ? Lf so, a brief account of the experiment may be given.

5. What facilities in the shape of furniture, equipment, etc., can the school provide for carrying out the project ?

6. Will the school be able to provide time for the teachers to work on the Project ?

7. Any other information that the school would like to supply in connection with the proposed experiment.

MAINTENANCE OF CUMULATIVE RECORD CARDS

LIST OF TEACHERS AWARDED CERTIFICATES OF ATTENDANCE

Course held from 19th August to 19th September 1959

Name	*School*
Ira Mukherjee	Bally Banga Sisu Valika Vidyalaya.
Parbati Dasgupta	Balygunge Siksa Sadan.
Geeta Neogy	Barasat Kalikrishna Balika Vidyalaya.
Jyotsna Biswas	Batanagar Girls School.
Namita Sen	Barisha Girls School.
Juthika Sengupta	Bethune Collegiate School.
Anita Banerjee	Binodini Girls School, Dhakuria.
Smriti Ganguly	Brahmo Balika Siksalaya.
Santi Pathak	Brajomohan Tewary Girls' School.
Sova Lahiri	Chittaranjan Girls' School.
Devi Bose	,, ,, ,,
Renuka Banerjee	Dum Dum Girls' School.
Surama Chowdhury	Entally Hindu Balika Vidyalaya.
Namita Sen	Lee Memorial Girls School.
Puspakana Raksit	,, ,, ,,
Juthika Mukherjee	,, ,, ,,
Pratibha Ghose	Muralidhar Girls' School.
Santi Bhattacharya	Priyanath Girls' School, Kharda.
Gouri Sarkar	R. K. M. Nivedita Girls' School.
Snehalata Roy	,, ,, ,,
Charu Chowdhury	Sammilita Udbastu Balika Vidyalaya.
Srilekha Sengupta	Sibpur Bhawani Balika Vidyalaya.
Reba Sinha	Sibpur Hindu Balika Vidyalaya.
Anima Dev	S. S. Jalan Girls' School.
Molina Mukherjee	St. John's Diocesan Girls' School.
Manmohini Das	St. Margaret's Girls' School.
Basanti Dasgupta	Victoria Institution.

The Following attended only for a Few Days :—

Sulekha Bhowmik	Chetla Girls' School.
Romola Biswas	St. John's Diocessan Girls' School.
Namita Sengupta	,, ,, ,,
Mukul Bose	St. Margarets Girls' School.
Jahanara Ahmed	United Missionary Girls' School.
Sukesha Haldar	,, ,, ,,

বিষয়মুখী পরীক্ষা

ভারতবর্ষের ভূগোল

(ষষ্ঠ শ্রেণী)

পূর্ণ সংখ্যা-১০০
প্রত্যেক প্রশ্ন-১

নিয়ম :— প্রত্যেক প্রশ্নের উত্তর একটি কথা বা নম্বর লিখে বা একটি চিহ্ন দিয়ে দিতে হবে। প্রথম প্রশ্ন থেকে আরম্ভ করে' একধার থেকে প্রশ্নের উত্তর দিয়ে যাবে, আন্দাজে কিছু লিখবে না। প্রত্যেক বিভাগে আলাদারকমের প্রশ্ন দেওয়া হয়েছে, প্রত্যেক বিভাগের বিশেষ নিয়ম পড়ে নিয়ে তবে উত্তর লিখবে।

ক—বিভাগ

শূন্যস্থান পূর্ণ কর :—

নিয়ম :— প্রত্যেকটি শূন্যস্থানে একটি মাত্র কথা লিখবে। কথাটি যেন ঠিক হয়।

১। ভারত গোলার্দ্ধে অবস্থিত।
২। ভারতের হিমালয়।
৩। ভারতের দিকে আরব সাগর।
৪। ভারতের দিকে বংগোপসাগর।
৫। ভারতের দিকে ভারত মহাসাগর।
৬। পূর্ব পাকিস্তান ভারতের দিকে।
৭। গংগা ও ব্রহ্মপুত্র সরোবরের কাছে উৎপন্ন হয়েছে।
৮। ভারত বায়ুর দেশ।
৯। পৃথিবীর মধ্যে সবচেয়ে বেশি বৃষ্টি হয় তে।
১০। আসামের পেট্রোলিয়াম পাওয়া যায়।
১১। কোলারের খনিতে পাওয়া যায়।
১২। এ অভ্র পাওয়া যায়।
১৩। বোম্বাইয়ের আহ্‌মেদাবাদ শহরে সবচেয়ে বেশি কল আছে।
১৪। বর্ধমান জিলার এ রেলের ইঞ্জিন তৈরির কারখানা আছে।
১৫। ভারতের পূর্ব-উপকূল উপকূল নামে পরিচিত।
১৬। বাঙ্গালোরে নির্মাণের কারখানা আছে।
১৭। বিশাখাপত্তনমে এর কারখানা আছে।
১৮। গৌহাটি নদীর তীরে অবস্থিত।
১৯। উট র একমাত্র বাহন।
২০। বুদ্ধগয়া দের বিখ্যাত তীর্থ।
২১। ভারতের অঞ্চলে সিংহ পাওয়া যায়।
২২। উড়িষ্যার শহরের সোনা রূপোর তারের কাজ প্রসিদ্ধ।

খ—বিভাগ

এক কথায় উত্তর দাও।

নিয়ম :— প্রত্যেক প্রশ্নের পাশের চিহ্নিত স্থানে এক কথায় তার ঠিক উত্তরটি লিখবে।

১। ভারতের রাজধানীর নাম কি? ____________
২। চণ্ডীগড় কোন রাজ্যের রাজধানী?

৩। ভারতের বৃহত্তম বন্দর কোনটি ?
৪। পৃথিবীর ছাদ কাকে বলা হয় ?
৫। আগ্রাতে অবস্থিত মুঘল সম্রাজ্ঞীর বিখ্যাত সমাধি মন্দিরের নাম কি ?
৬। কোন নদী হিমালয়ে উৎপন্ন হয়ে আর্যাবর্তের ওপর দিয়ে প্রবাহিত হয়ে বংগোপসাগরে পড়েছে ?
৭। হিমালয়ের পাদদেশের অরণ্য অঞ্চলকে কি বলে ?
৮। হিমালয়ের গায়ে ৫০০০ ফিট থেকে ৯০০০ ফিট উচ্চতায় কি জাতীয় বৃক্ষ জন্মায় ?
৯। বছরের সব সময়ে পাতা থাকে এমন গাছকে কি বলে ?
১০। শীতকালে ভারতবর্ষে সাধারণত কোনদিক থেকে বায়ু বয় ?
১১। পশ্চিমবংগে কয়টি বিশ্ববিদ্যালয় আছে ?
১২। হিন্দু বিশ্ববিদ্যালয় কোথায় অবস্থিত ?

গ—বিভাগ

ঠিক উত্তর বাছ :—

নিয়ম :— বাঁদিকের প্রত্যেক প্রশ্নের উত্তরে ডানদিকে কয়েকটি করে উত্তর দেওয়া আছে, তাদের মধ্যে যেটি ঠিক তার তলায় দাগ দাও।

১। রাজপুতানায় কোন হ্রদ অবস্থিত ?	উলার, পুলিকট, পুষ্কর।
২। কাশ্মীর ভারতের কোন দিকে ?	পূর্ব্ব, দক্ষিণ, উত্তর।
৩। কাশ্মীরের উত্তর পশ্চিমের মালভূমির নাম —	তিব্বত, পামীর, দাক্ষিণাত্য।
৪। ভারতের পশ্চিম উপকূলের প্রধান বন্দর —	কলিকাতা, মাদ্রাজ, বোম্বাই।
৫। উত্তর ও দক্ষিণ ভারতের মধ্যে আছে —	নীলগিরি, শিবালিক, বিন্ধ্য।
৬। সুন্দরবনের কোন জন্তু বিখ্যাত ? —	চমরীগাই, বাঘ, গণ্ডার।
৭ আসামের কোন জন্তু বিখ্যাত ? —	বাঘ, সিংহ হাতী।
৮। উত্তর প্রদেশের রাজধানীর নাম কি ?	এলাহাদ, লক্ষৌ, মীরাট।
৯। পশ্চিমবংগের রাজ্যপাল কে ?	অতুল্য ঘোষ, পদ্মজা নাইডু, সিদ্ধার্থ রায়।
১০। ভারতের প্রধান মন্ত্রী কে ?	রাজেন্দ্র প্রসাদ, পণ্ডিত নেহেরু, অশোক মেহ্‌তা।
১১। কাশ্মীর ও জম্মুর অধিকাংশ লোক কোন ধর্মাবলম্বী ?	হিন্দু, মুসলমান, খৃষ্টান।
১২। ভারতের অধিকাংশ লোক কোন ধর্মাবলম্বী ?	হিন্দু, মুসলমান, খৃষ্টান।
১৩। মহাত্মা গান্ধির জন্মস্থান কোথায় ?	ওয়ার্ধা, ইন্দোর, পোরবন্দর।
১৪। মাদ্রাজের অধিবাসীদের কি বলে ?	বিহারী, মাদ্রাজী, ওরিয়া।
১৫। উত্তর প্রদেশের প্রধান ভাষা কি ?	হিন্দী, তামিল, বাংলা।
১৬। মাড়োয়ারী মেয়েদের পোষাক কি ?	ঘাঘরা, পায়জামা, শাড়ী।
১৭। ভারতের বৃহত্তম রাজপথ কোনটি ?	গ্রাণ্ডট্রাংক রোড, বেনারস রোড, যশোহর রোড।
১৮। ভারতের কোন কোন অঞ্চলে লোক বসতি সবচেয়ে ঘন ?	রাজপুতানা, হিমাচল প্রদেশ, গাঙ্গেয় উপত্যকা।
১৯। দাক্ষিণাত্যের মালভূমির জলবায়ু কিরূপ ?	মরু দেশীয়, নাতিশীতোষ্ণ, উষ্ণ আর্দ্র।
২০। গম চাষের উপযোগী অঞ্চল কি ?	শুষ্ক, নাতিশীতোষ্ণ, শীতপ্রধান।
২১। কার্পাশের চাষ কোথায় বেশী হয় ?	বিহার, পশ্চিমবংগ, মাদ্রাজ।
২২। মরু অঞ্চলে মাঝে মাঝে কিরূপ বৃক্ষ দেখা যায় ?	চিরহরিৎ, পত্রঝরা, কাঁটাগাছ।
২৩। ধান চাষের জন্য কি রূপ মাটির প্রয়োজন ?	বালিমাটি, পলিমাটি, লালমাটি।
২৪। গাঙ্গেয় উপত্যকার নদীগুলি থেকে জলবিদ্যুৎ উৎপন্ন করা যায় না কেন ?	তুষারমণ্ডিত পর্বত থেকে উৎপন্ন বলে, দৈর্ঘ্যে বড় বলে, স্রোতের বেগ কম বলে।
২৫। ভারতের দ্বার বলা হয় কোনটিকে ?	কলিকাতা, মাদ্রাজ, বোম্বাই।
২৬। তিলাইয়া বাঁধ কোন নদীর ওপর ?	দামোদর, রূপনারায়ণ, গঙ্গা।

গ—বিভাগ

সত্যমিথ্যা ঠিক কর ঃ—

নিয়ম ঃ— নিচে যে কথাগুলি লেখা হয়েছে তার মধ্যে কতকগুলি সত্য আর কতকগুলি মিথ্যা। সত্যকথার পাশের বন্ধনীতে ✓ আর মিথ্যাকথার পাশের বন্ধনীতে × চিহ্ন দাও।

১। ভারতের উপকূলে দ্বীপের সংখ্যা খুব বেশী। ( )
২। বংগোপসাগরে আন্দামান ও নিকোবর দ্বীপপুঞ্জ ভারতরাষ্ট্রের অন্তর্ভুক্ত। ( )
৩। উত্তরপ্রদেশে ও বিহারকে ভারতের শর্করা অঞ্চল বলা হয়। ( )
৪। কাশ্মীর ও পঞ্জাবে ফল পাওয়া যায় না। ( )
৫। উত্তরবিহারে ডালের চাষ বেশি হয়। ( )
৬। চা উৎপাদনের জন্য প্রচুর বৃষ্টিপাত ও জল জমার দরকার। ( )
৭। ভারতের উত্তর পশ্চিমে মরুপ্রায় অঞ্চল আছে। ( )
৮। আসামের এণ্ডি, মুগা, ও তসরের শিল্প বিখ্যাত। ( )
৯। রাজপুতানার সম্বর হ্রদ থেকে প্রচুর লবণ পাওয়া যায়। ( )
১০। পঞ্জাবের অমৃতসর পশম শিল্পের কেন্দ্র। ( )
১১। কাঁচড়াপাড়া ও খড়্গপুরে রেলগাড়ি মেরামতের কেন্দ্র আছে। ( )
১২। ভারতের অধিবাসীদের অধিকাংশই কৃষিজীবী। ( )
১৩। পঞ্জাবীদের প্রধান খাদ্য ভাত।
১৪। ভারতীয় কৃষকরা কোটপ্যাণ্ট পরে' চাষ করে। ( )
১৫। কলিকাতা থেকে দিল্লী নৌকায় করে' যেতে হয়। ( )
১৬। উত্তর ভারতের অধিকাংশ নদী নাব্য। ( )
১৭। ভারত গণতান্ত্রিকপ্রজাতন্ত্র রাষ্ট্র। ( )
১৮। ভারতবাসীর শতকরা নিরানব্বই জন শিক্ষিত। ( )
১৯। কর্কট ক্রান্তি ভারতের ওপর দিয়ে গেছে। ( )
২০। উত্তর ভারতের নদীগুলিতে বারোমাস জল থাকে না। ( )
২১। উত্তর প্রদেশে চামড়ার জিনিষ ভালো তৈয়ারি হয়। ( )
২২। উচ্চমাধ্যমিক বিদ্যালয়ে দশটি শ্রেণী থাকে। ( )

ঙ—বিভাগ

উত্তর মেলাও ঃ—

নিয়ম ঃ— 'বাঁ' দিকের স্তম্ভে কতকগুলি রাজ্যের নাম আছে, ডানদিকের স্তম্ভে রাজধানীগুলির নাম এলোমেলো ভাবে ছড়ানো আছে। রাজধানীর নামের পাশের বন্ধনীতে রাজ্যের নম্বর লিখে দাও।

১। পশ্চিমবংগ —	কটক	( )
২। উত্তর প্রদেশ —	ত্রিবাঙ্কুর	( )
৩। উড়িষ্যা —	কলিকাতা	( )
৪। কেরল —	এলাহাবাদ	( )

নিয়ম ঃ— 'বাঁ' দিকের স্তম্ভে কতকগুলি জায়গার নাম আছে, ডানদিকের স্তম্ভে উৎপন্ন দ্রব্যের নাম এলোমেলো ভাবে বসানো আছে। উৎপন্ন দ্রব্যের নামের পাশের বন্ধনীতে ঠিক দেশের নম্বরটি বসাও।

৫। কৃষ্ণনগর —	হীরে	( )
৬। আসাম —	কয়লা	( )
৭। ঝরিয়া —	মাটির পুতুল	( )
৮। গোলকুণ্ডা —	পেট্রোলিয়ম	( )

চ—বিভাগ

মানচিত্র অংকন —

নিয়ম :— ভারতের রেখামানচিত্রে প্রত্যেক প্রশ্ন থেকে একটি জিনিষ বসাও —

১। একটি নদী।
২। একটি প্রধান শহর।
৩। একটি প্রধান বন্দর।
৪। একটি রেলপথ।
৫। একটি পর্ব্বত।
৬। একটি সাগর।
৭। একটি কয়লা খনি অঞ্চল।
৮। সর্ব্বাপেক্ষা বেশী বা কম বৃষ্টিপাতের অঞ্চল।
৯। ধান, গম, পাট বা চায়ের উৎপাদন অঞ্চল।
১০। একটি হ্রদ।

এশিয়ার ভূগোল

(সপ্তম শ্রেণী)

পূর্ণ সংখ্যা—১০০

প্রত্যেক প্রশ্ন—১

নিয়ম :— প্রত্যেক প্রশ্নের উত্তর একটি কথায়, বা নম্বর লিখে বা একটি চিহ্ন দিয়ে দিতে হবে। প্রথম প্রশ্ন থেকে আরম্ভ করে' একধার থেকে প্রশ্নের উত্তর দিয়ে দিতে হবে। প্রশ্নের উত্তর না জানলে প্রশ্ন ছেড়ে যাবে— আন্দাজে কিছু লিখবে না। প্রত্যেক বিভাগের প্রশ্নের উত্তর দেওয়ার আগে নিয়মগুলি পড়ে' নেবে।

ক—বিভাগ

নিয়ম :— একটি কথায় একেক প্রশ্নের উত্তর দাও। উত্তর চিহ্নিত স্থানে প্রশ্নের পাশে লেখ।

১। এশিয়া কোন গোলার্ধে অবস্থিত? ____________
২। এশিয়ার পূর্বদিকে কি আছে? ____________
৩। এশিয়ার পশ্চিম দিকে কোন মহাদেশ? ____________
৪। সুমেরু সাগর এশিয়ার কোনদিকে অবস্থিত? ____________
৫। ভারত মহাসাগর এশিয়ার কোন দিকে অবস্থিত? ____________
৬। এশিয়া ও য়ুরোপকে একত্রে কি বলে? ____________
৭। অব, ইনিসি ও লেনানদী কোথায় পড়েছে? ____________
৮। হোয়াংহো কোন দেশের নদী? ____________
৯। হোয়াংহো কোথায় উৎপন্ন হয়েছে? ____________
১০। হোয়াংহো কোথায় পড়েছে? ____________
১১। টাইগ্রিস ও য়ুফ্রেটীস নদীর মিলিত নাম কি? ____________

১২। কোন নদী হিমালয় থেকে উৎপন্ন হয়ে আর্যাবর্তের উপর দিয়ে বয়ে গিয়ে বংগোপসাগরে পড়েছে? ——————

১৩। কোন নদী তিব্বতের মালভূমি থেকে উৎপন্ন হয়ে পাঞ্জাবের ওপর দিয়ে বয়ে গিয়ে আরবসাগরে পড়েছে? ——————

১৪। এশিয়ায় ক'টি পর্বত গ্রন্থি আছে? ——————

১৫। পৃথিবীর ছাদ কাকে বলা হয়? ——————

১৬। এশিয়ার কোন মালভূমি পৃথিবীর মধ্যে সবচেয়ে বড়? ——————

১৭। য়্যাব্লোনয় ও স্তনোভয় পর্বতশ্রেণী এশিয়ার কোন অংশে অবস্থিত? ——————

১৮। দক্ষিণপূর্ব এশিয়া কোন জলবায়ুর অন্তর্গত? ——————

১৯। ভূমধ্যসাগরীয় অঞ্চলে কোন সময়ে বৃষ্টি হয়? ——————

২০। এশিয়ার কোন অঞ্চলে বছরের অধিকাংশ সময় শীতকাল? ——————

২১। মধ্য এশিয়ার তৃণভূমিকে কি বলে? ——————

২২। বছরে সব সময়ে পাতা থাকে এমন গাছকে কি বলা হয়? ——————

২৩। এশিয়ার কোন অঞ্চলে সবচেয়ে বেশী ধান জন্মায়? ——————

২৪। পৃথিবীর মধ্যে সবচেয়ে বেশী বৃষ্টি কোথায় হয়? ——————

২৫। ট্রান্স-সাইবেরিয়ান রেলওয়ে কোথা থেকে আরম্ভ হয়েছে? ——————

২৬। ওই রেলপথটি কোথায় গিয়ে শেষ হয়েছে? ——————

২৭। সুয়েজখাল কোন যোজককে খণ্ডিত করেছে? ——————

২৮। প্রাচ্যের ব্রিটেন কোনদেশকে বলে? ——————

২৯। য়িহুদিদের পবিত্র কোন রাষ্ট্র জর্ডনের পশ্চিমে? ——————

৩০। ভারতের রাজধানীর নাম কি? ——————

৩১। দক্ষিণ পূর্ব এশিয়ার অধিবাসীদের প্রধান খাদ্য কি? ——————

৩২। জাপানের বিখ্যাত আগ্নেয়গিরির নাম কি? ——————

৩৩। আগ্রাতে মুঘল সম্রাজ্ঞীর বি াত সমাধিমন্দিরের নাম কি? ——————

৩৪। কোরিয়া এশিয়ার কান অঞ্চলেঅবস্থিত? ——————

৩৫। লেবানন কোথায় অবস্থিত? ——————

খ—বিভাগ

নিয়ম ঃ— নিচের কথাগুলির পাশের ব্র্যাকেট চিহ্নের মধ্যে সত্যকথার জন্য ✓ ও মিথ্যাকথার জন্য × দিয়ে দাও।

১। আয়তনের তুলনায় এশিয়ার উপকূল বেশি ভগ্ন নয়। ( )

২। এশিয়াকে চরম অবস্থার মহাদেশ বলে। ( )

৩। কাশ্মীরের উত্তরে এশিয়ার সর্বোচ্চ মালভূমি পামীর অবস্থিত। ( )
৪। এশিয়া পৃথিবীর বৃহত্তম মহাদেশ। ( )
৫। এশিয়ার সবচেয়ে বড় নদী ইয়াংসিকিয়াং পূর্ব চীন সাগরে পড়েছে। ( )
৬। টাইগ্রিস্ ও য়ুফ্রেটিস নদী আরবসাগরে পড়েছে। ( )
৭। জাপানকে উদীয়মান সূর্যের দেশ বলে। ( )
৮। ভারতের জলবায়ু ভূমধ্যসাগরীয়। ( )
৯। এশিয়ার উত্তরের সরলবর্গীয় বৃক্ষের বনভূমিকে তৈগা বলে। ( )
১০। চীনেদের প্রধান খাদ্য গমজাত দ্রব্য। ( )
১১। জাপানের অধিকাংশ লোক পাকা বাড়িতে বাস করে। ( )
১২। এশিয়ার মধ্যভাগ উচ্চ পর্বত ও মালভূমি দ্বারা গঠিত। ( )
১৩। হিমালয় পর্বতশ্রেণী ভারতের পশ্চিমদিকে অবস্থিত। ( )
১৪। এশিয়া মাইনরের মালভূমি পৃথিবীর সবচেয়ে উঁচু মালভূমি। ( )
১৫। এশিয়ার দক্ষিণপশ্চিমে আরবের মালভূমি। ( )
১৬। আলতিন তাগ ও তিয়েনসান পর্বতশ্রেণীর মধ্যে তারিম উপত্যকা। ( )
১৭। এশিয়ার উওরে কাস্পিয়ান সাগর অবস্থিত। ( )
১৮। এশিয়ার মধ্যে বৃহত্তম লৌহ ইস্পাতের কারখানা আছে জামসেদপুরে। ( )
১৯। ভারত ও চীনের পার্বত্য অঞ্চলে পৃথিবীর অধিকাংশ চা জন্মায়। ( )
২০। মরু অঞ্চলে অনেক গরু ও ভেড়া পালিত হয়। ( )
২১। হিমালয়ের পার্বত্য অঞ্চলে অনেক বল্গাহরিণ দেখতে পাওয়া যায়। ( )
২২। চীনারা কৃষ্ণকায় জাতি। ( )
২৩। পিকিং জাপানের একটি শ্রেষ্ঠ বন্দর। ( )
২৪। এশিয়ার বৈকাল হ্রদ পৃথিবীর বৃহত্তম হ্রদ। ( )
২৫। এশিয়ার উত্তরাংশের লোকবসতি খুব ঘন। ( )
২৬। আধুনিক যুগে রেলগাড়ী সর্বাপেক্ষা দ্রুতগামী যান। ( )
২৭। সিংগাপুর আরবের একটি শ্রেষ্ঠ বন্দর। ( )

গ—বিভাগ

নিয়ম :— 'বাঁ'-দিকে কতকগুলি প্রশ্ন দেওয়া আছে : প্রত্যেকটির ডান দিকে কয়েকটি করে' উত্তর দেওয়া হয়েছে প্রত্যেক প্রশ্নের ঠিক উত্তরটির নিচে দাগ দিয়ে চিহ্নিত কর।

১। ইরাকের রাজধানী ও ইতিহাস প্রসিদ্ধ শহর — বোম্বে। ক্যান্টন। বাগ্‌দাদ।
২। পৃথিবীর বৃহত্তম উপদ্বীপ — ভারত। ইন্দোচীন। আরব।
৩। সাইবেরিয়ায় অবস্থিত পৃথিবীর গভীরতম স্বপেয় ইলের হ্রদ — আরল। কাস্পিয়ান। বৈকাল।
৪। এশিয়ার সর্বপ্রধান নদী — হোয়াংহো। সিন্ধু। গংগা।
৫। গংগাতীরে অবস্থিত ভারতের বৃহত্তম বন্দরের নাম — বোম্বাই। মাদ্রাজ। কলিকাতা।
৬। এশিয়া ও য়ুরোপের মাঝের পর্বতশ্রেণী — হিন্দুকুশ। ককেশাস। য়ুরাল।
৭। মেসোপটেমিয়া কাকে বলে? — ইরাক। ইরান। আরব।
৮। কোনটি মৌসুমী অঞ্চলের মধ্যে? — সাইবেরিয়া। চীন। তুরস্ক।

Teacher's Quarterly

Foreword

The Teachers' Quarterly is about to complete the fourth year of its existence. The Department of Extension Services of the Institute of Education for Women has completed four years in October, 1959. The Institute of Education for Women has, itself, completed five years and one half of the sixth.

Training Colleges in our country have existed for quite a few decades. In India, as in other countries of the world, these were started in order to improve education in the schools by producing better-equipped and more efficient teachers for them. Yet we find that, gradually the Training Colleges and the schools have drifted away from each other. On the one hand Training Colleges are condemned for theorising in unpractical abstraction and for not having proper understanding and full realisation of the concrete situation and actual problems of schools. Schools, on the other hand, are criticized for being narrow and stereotyped and resisting any new light or new life brought in by individual progressive teachers, inspired by the training colleges. It is for the reasons mentioned above that Departments of Extension Services were added to many training colleges in India, including the Institute of Education, through which schools and training colleges should be able to work hand in hand for the improvement of education.

Schools, on the one hand, should get constant help and expert advice and loan of books and equipment from the training colleges,

as well as use them as platforms for meeting in conferences, seminars and refresher courses for thrashing out problems and solving difficulties.

Training colleges, on the other hand, should get a proper perspective of educational problems in India today from the schools that had to tackle these problems in everyday life (instead of depending mainly on text books on education). So that they should be better equipped to offer solutions and measures for reform which could really be implemented.

During the last four years many schools have come close to us through our Department of Extension Services and more are joining in. We should like to welcome more and more schools and we should like to have those who have come close to cooperate more closely still.

If some of the principles and methods 'preached' by us are so abstract and unreal that they could not be actually put into practice we should like to cooperate with schools in trying out and experimenting with new ideas so that, together, we could evolve something more suitable for serving our purpose.

On the other hand we have to offer new ideas and techniques for the betterment of school education, all of which will be in vain if not accepted by schools and actually put into practice.

It is only schools and training colleges working hand in hand in closest cooperation that can really try out progressive methods and principles for the betterment of education.

NALINI DAS

THE STRUCTURAL APPROACH TO THE TEACHING OF ENGLISH

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Much interest has recently arisen in English-teaching circles in the "Structural approach to the teaching of English" as the latest word on the subject, but there is some confusion as to what it means and many teachers of English have not yet heard of structures or a structural syllabus. This is an attempt, through the pages of the Teachers' Quarterly, to make the teachers of English in West Bengal structure-conscious and to explain to them what is the structural approach, how it has come about, and what it hopes to achieve in the sphere of English teaching.

The study of linguistics has developed in recent times as the natural outcome of a scientific age. Linguistics is science applied to language. It seeks to analyse the origins of language itself, to study the language learning process in order to find out the skills involved, and to locate the learning difficulties of specific linguistic groups.

The linguistic approach to language-learning analyses a language in three aspects, namely, (*a*) its phonology or the sounds of the language both in isolation and as strug together in words and in sentences, (*b*) its syntax or structure, namely the framework of a language, (*c*) its socio-cultural factors.

The linguistic approach necessitates an analysis not only of the language to be learnt, but also of the mother-tongue of the learner, with a view to locating the learning difficulties, the idea being that if the aress of difference are clearly understood and teaching organised accordingly, errors in learning will be reduced to a minimum. Again, this approach involves correct learning from the start. Wrong learning is difficult to correct at a later stage. If the language is taught phonetically from the start, the phonetic differences being pointed out and drilled, correct pronunciation will follow, as much incorrect pronunciation is due to a lack of awareness of the difference in the sounds, the nearest mother-tongue equivalent being unconsciously substituted for the correct sounds.

What is true of sounds is also true of sentence patterns or structures. Wrong learning takes place when a wrong structure is presented or where a mother-tongue pattern is substituted when the learner is not very sure of a structure due to insufficient drilling.

The structural approach to the teaching of English aims at teaching the structures of English in such a manner that wrong learning will be reduced to a minimum. It is based on an analysis of the structure of the English language and is thus a linguistic approach. It originated in America, with the work of Robert Lado and Charles Fries at the Ann Arbor University, Michigan.

It was found that the Spanish-speaking minorities seeking to learn American English laboured under certain difficulties, and this work arose with the idea of minimising their difficulties. Their work spread to England, and Professors Noonan and Pattison have tried to put the teaching of English as a foreign language on a new basis by analysing the sentences of English into some 275 basic structures. The language has not only been analysed into basic structures, but these have also been graded and arranged in order of difficulty on the basis of a number of criteria, such as simplicity, usefulness, productivity, teachability, interest and so on. These graded structures, arranged in a teaching order, form a structural syllabus.

Madras, Bombay and Allahabad have already adopted structural syllabuses, and a very competent structural syllabus has been published in East Pakistan. West Bengal is late in the field. A syllabus has been worked out by Mr. Osborne, sometime Principal of the Hindi High School, but as yet there is no official move to fall into line with latest developments.

The essence of a structural syllabus is the control of the language material to be used. The idea of control in language learning is not a new one, but so far, the idea has been limited to vocabulary control. A structural syllabus is an extension of this conception to cover the whole structure of the language. We have now a grading of sentence material in addition to a graded and controlled vocabulary. Teachers who have worked with a structural syllabus are enthusiastic about the results obtained. If the sentence is taken as the unit in language teaching and not the word and if the sentences are not taught in a haphazard order, but in order of difficulty, with sufficient drilling, learning difficulties are bound to be reduced to a minimum, and it is hoped that the distressing lack of control over the basic sentence patterns of English shown even by our B.A. students, will be gradually remedied, and the language of students brought up on a structural syllabus will improve.

A number of text-books based on a structural syllabus are in circulation. Dr. Jean Forrester's Dipak Readers are well known. These are based on the Madras syllabus. Mr. J. G. Bruton's Blue Lotus Readers follow the four-year Bombay syllabus and the Read and Learn series of the Allahabad Language Teaching Institute covers a six-year course. This series has the attractive Read and Tell supplementary readers for rapid reading and also flash cards and gramophone records to help the teacher. No structural course is current in West Bengal and so naturally there are no suitable text books specifically meant for West Bengal. But Osborne and Mitra's Structure steps to English, based on Mr. Osborne's syllabus, was in prepreparation and may soon be available.

The latest revised syllabus of the All India Council for Secondary Education covers 68 structures in the first year, 70 in the second year and 50 structures in the third year. The remaining three years of the syllabus have not yet been published, but the 275 structures or so are covered in a six-year course.

In West Bengal, the pattern of English teaching is a variegated one. Some schools teach English from the very beginning and some start in class IV or class V. The structural course of six years may be spread out, according to the ability of the children to take in the language material. If English is started very early, naturally the period of purely oral work will be longer than if English is started in Class V. And language work at a more advanced level, outside the structural syllabus, will be possible in the top classes if more than the six-year period envisaged by the course is available for English teaching in Schools of West Bengal.

It is obvious that methods of teaching will vary and the structural material will have to be adapted to the needs of the class and the age of the children involved. With smaller children, fewer structures will have to be taken in the first year and more time will have to be devoted to each structure. Reading and writing will have to be postponed until a great deal of oral control has been achieved, whereas with secondary school children or with children in the top classes of the primary school, reading and writing may follow on very soon after the first few structures have become orally established. With little children, playway mehods will have to be used and pictorial material of a more childish type. The age and interests of the child learner must always be kept in view.

Oral-aural methods form the ground work of this approach. This means that the teacher has to make use of phonetic drills, substitution tables and a variety of aural and visual aids such as gramophone records, flash cards, pictures, black-

board drawing, models and so on, to make the language material interesting. As regular drilling is essential, with each child repeating the structure, a large number of interesting examples will be necessary to neutralise the danger of dullness and monotony inherent in this approach if unimaginatively handled. The use of various teaching devices and activity methods will help to enliven the class. The teacher needs a good control over the language, and shyness and self-consciousness will have to be discarded. The desks or benches in the class-room will have to be arranged so as to allow the teacher to move freely about the room. The interest and attention of the child should be the focal point and a great deal of purposeful classroom activity should be generated.

Examples to supplement those given in the text-book used may be framed and lesson units drawn up combining a number of structures in doing oral composition with objects, pictures, black-board drawing and models or as supplementary reading material after reading has been started, by the experienced and imaginative teacher of English. But the young and inexprieneed teacher, or one not very sure of his or her language equipmentt, should choose one of the text book series available and stick to it. In framing examples, the teacher must sure that they are demonstrable in the class-room, that there is an addition to the vocabulary and that practice is given in the use of the earlier structures.

A question is often asked as to what is the difference between the structural method and the direct method. It must first of all be understood that no new method is being advocated. There is no such thing as a structural "method". It is a conception, an approach, the conception that language learning will be simplified if the structures are graded and controlled just as vocabulary is controlled. It is the building up of the skills involved in language learning on a sound, scientific basis. It will be clear from what has been written above that the teaching methods used in teaching the structural way is a liberal direct method. The use of the mother-tongue is limted to where it is actively time-saving and helpful, the exclusive use as far as possible of the foreign language being aimed at. But this should not be fanatically adhered to so that a great deal of strain and waste of time results. A pleasant alertness in the class-room is the main criterion. If the class becomes dull and bored, something is wrong with the method, and the teacher who seeks really to teach must question his technique and see how he can improve it.

THE CUMULATIVE RECORD CARD

(Continued)

PROF. D. MAHANTA

INTEREST-TRENDS

The first thing that comes to our mind in this connection is how the item of 'interest', a new one for school records at that, has found its place in the Cumulative Record Card.

The Cumulative Record Card should, as suggested before, be regarded as an *'evaluation tool'* to be used with advantage in the reorganised system of secondary education. It may be pointed out that our educcation system is now adapted to the desirable goal of 'Personality-development' and it is but natural, therefore, that the 'evaluation tool' of such an education system (i.e. the Cumulative Card) should be made as much broad based as possible in order to cover all the important aspects of 'personality development' that correspond to the fundamental objectives of our progressive education.

'Interest' is undoubtedly an important aspect of our personality, as it helps us much to know and understand the trend of one's developmental needs, one's attitude towards different types or kinds of activities. It is also believed that this interest factor correlates fairly highly with 'attainment' in the respective fields. Of course it should not be inferred from what is stated above, that knowing one's interest, we should always be trying to sustain and develop it with care. It may be that we would, sometimes, try to modify or even to replace it if required, with view to helping the individual make himself or herself suitably fit for the subsequent role in school or society.

It should at the same time be admitted that the concept of modification of one's interest trend is likely to give rise to some undesirable controversy in any system of democratic education. But if we are realistic enough, we should not overlook the fact that in any national system of education, the types of interests that are usually nurtured and rewarded at any particular time or age, are mostly conditioned by the prevailing trends of the nation's socio-economic progress, the trends that normally get their symbolic manifestations in the distinctive features or patterns of the education system (including the training facilities) and the occupation-structure.

We know that our children after the completion of their general education at the 'elementary' schools, will be advised, at the age of 14 plus, either to go straight on to the multilateral schools with diversified courses or to join any of the different types of vocational institutions of training centres or even to take to available jobs.

Most of these avenues of higher education or further training which are thus made open to children at 14 plus, involve activities and experiences that may conveniently be categorised into the following major areas, namely, linguistic or literary, scientific, technical-mechanical, artistic-musical, commercial, clerical, social service, etc.

We are also aware that satisfactory performance or participation in any of these areas necessarily implies proper culture and systematic development of related abilities and interests. We need not perhaps discuss here the complicated issues connected with the psychological 'entity' or 'reality' of the abilities and the interests of man. That is a big query by itself. But from the sociological stand-point and the empirical evidences so far collected in this respect, it may be stated that the importance of such abilities and interests can not, perhaps, be ignored.

The role of interest, again, has been receiving

more attention during recent times than any other single type of human characteristic. We are to see, therefore, that these interests grow in due course and/or they are strenuously developed through systematic arrangement of appropriate activities and experiences in the life of an individual.

It should also be noted that all of us are not or rather can not be equally interested in all the areas. In course of our growth and development, it usually so happens that a particular area of activities and experiences becomes vitally related with the satisfaction of our fundamental needs of life, specially the predominant needs and that the individual gets highly interested in that area of activities and experiences and that the individual continues to be so interested as long as there is no radical change in the nature of its predominant needs or of its environmental structure. Perhaps these predominant needs, and for the matter of that the predominant interests are, to a great extent, conditioned by the dominant philosophy of one's own life or of the society and, to some extent at least, by the environmental resources or facilities readily available at the moment.

All these considerations evidently presuppose that we have got to have a very clear idea of the ways and means which help the development as well as the differentiation of one's trends of interests. It may be noted that just as abilities need stimulation and encouragement for their development, so do also the interests, and, perhaps, the interests need them more than the abilities.

Again, if differentiation of interests is related to differentiation of abilities (and obviously we should expect a high degree of correlation between types of abilities on the one hand and types of interests on the other), we must have to wait for the 'differentiation stage' to come in order to distinguish between varied types of interests. We know that differentiation of abilities probably starts at the ago of 11 plus and the process of differentiation goes on for years up to 15 plus, 16 plus, 18 plus or even higher. It is sometimes claimed that a fairly stable picture of the differentiating abilities (at least the major ones, to be precise) may be obtained at the age of 14 plus or near about. Whether this claim, again, is upheld by psychological or sociological reasons is a separate issue which we need not bring in here.

From the practical point of view, we may say that the differentiation of interest also starts at 11 plus to 13 plus and that this differentiation process, at least, in respect of further studies and training, reaches a fairly, stable pattern by 16 plus or 18 plus. We are always to remember, however, that this patterning of one's interests is highly flexible in nature and that it is more changeable than of one's abilities.

Any way, from the "why" part of the problem, let us now pass on to the 'what' part of it. What is this 'interest-trend' that we are going to assess ? First of all, we should, perhaps, try to define these 'interest-trends' in terms of some understandable and preferably behavioural concepts.

Secondly, we are to have a detailed plan of activities and experiences (curricular as well as cocurricular) along with the methods of their presentation and execution, that would help us in the initiation, development and sustenance of these interest-trends.

Thirdly, we are to think of the ways and means for smooth and systematic recording of the varied aspects of these interest-trends, so that we may, at the end, expect to make satisfactory assessments of all these trends. Interest, we may say, is a state of sustained attention or special curiosity for an event, activity, thing or person, that concerns an individual much more than other events or activities, etc. The term 'interest' may also be explained as follows :—

If an individual becomes interested in any event, activity, thing or person, it can be presumed

(*i*) that he experiences some pleasurable emotion in it, at least one of his major needs is satisfied by it and consequently he feels a bit more 'well-adjusted' in the process;

(*ii*) that he enjoys the situation which brings him and the event or activity, etc. of his interest close together, appreciates it well and thus he experiences some *elation* of his own self; and

(*iii*) that he will accept certain events, activities, things or persons and reject others, he will like some and dislike others, i.e. he will respond differentially to events, activities, things or persons that come his way.

But all these presumptions rest on the one fundamental premise, mentioned earlier, that each and every individual is given adequate sufficient opportunities to experience the different types of activities and events, related to these diverse types of interests.

This necessarily brings in the question of how these different types of interests are, or can be related to activities and experiences that are obtaining in most of the schools at the present moment or that we can provide in our schools if we like to.

We have listed earlier a number of cocurricular activities (vide section on 'cocurricular activities') which are related to one or the other of the different types of interests included in the Record Card, namely, linguistic, scientific, mechanical, musical, artistic, commercial-cclerical, domestic-human welfare, agricultural, etc. But we have got to admit that inspite of our best efforts in this direction, it will not be possible for the majority of our schools to introduce all these cocurricular activities with a view to helping the children to participate in them, and to develop thereby these varied types of interests.

Naturally, then, we are forced to turn to the different curricular subjects for the development of the related interests, and, in order to do so, we are to think seriously of some methodological reforms i.e. changed methods of teaching. Planned distribution of the curricular contents over the different grades, systematic reorganisation of the courses of studies by major units, division of the major units into smaller ones and the appropriate distribution of time over these smaller or major units in course of a year or session, and finally, fruitful utilisation of various types of group-study method (e.g. laboratory method, discussion method, playway method, dramatic method, workshop method and project method) will, it is expected, enable our teachers to have the necessary time and opportunities, not only for consolidating the knowledge and experience gained by the pupils during ordinary class-teaching but also for initiating in them the growth of related interests in different subjects or subject-areas. Over and above these curricular adaptations we may introduce the following types of activities and experiences for the 'initiation' purpose.

(*i*) Life-sketch of great men in different spheres.

(*ii*) Talks with filmstrips on different aspects of the National Plans and of the different types of careers and jobs implied by the plan-frame.

(*iii*) Autobiographical reports of ordinary workers in different types of major vocations or occupations of the locality.

(*iv*) Visits to local multilateral schools with different streams.

All these activities or experiences, again, may be organised broadly under the following heads.

(*a*) Type of work and living.
(*b*) National or regional importance.
(*c*) Requirements.
(*d*) Training facilities, amenities, etc.
(*e*) Socio-economic prospects.

It may be pointed out that these activities and

experiences are intended for the first phase of interest-development, i.e. the 'initiation' phase. The second phase is related to regular culture and systematic nurture of these varied types of interests, leading ultimately to the differentiation of interest-trends. For the second phase, the following work-programme may be recommended, over and above those listed for the first phase.

(*i*) Effective and interesting library-services.
(*ii*) Useful teacher-pupil relationships.
(*iii*) Organisation of cocurricular activities like excursions to centres of learning (training or work) for different types of courses (careers or jobs) or to exhibitions, shows or fairs or relevant types.
(*iv*) Organising different types of hobby-clubs in and around the school.

In the third phase of evaluation, we are to look out for evidences of the pupils' interests or interests trends stabilised through records of active participation in the respective hobby clubs, quality of the work samples prepared and analysis of the autobiographical reports.

If we can arrange 'things' in the way discussed here, it may be possible for the teachers to rate the individual pupils in respect of their predominant interests i.e. to make a sort of differential assessment of the individual's interest-trends. In fact, we should never lose sight of the fact that differential prediction is the ultimate goal of all these assessments. Teachers' observational remarks and official records in respect of pupils' participation in curricular, cocurricular or hobby-club activities, pupils' own appreciation reports in regard to these participations, autobiographical reports of the pupils thesemselves obtained at regular intervals and the teachers' evaluative reports on the pupils' work-samples on different occasions, will greatly facilitate the 'rating' part of our business.

(To be continued)

CUMULATIVE RECORD CARDS

CUMULATIVE RECORD CARDS

(Followup Programme)

Two meetings were held on the 10th and 11th December, 1959, respectively, to discuss various problems regarding the maintenance of cumulative record cards in secondary schools. Teachers trained for this by the Department of Extension Services of the Institute of Education for Women and the heads of their schools were invited to attend. Two groups of about twentyfive participants each attended on these two days.

Prof. K. P. Chowdhury, Director of the Bureau of Educational and Psychological Research guided the discussions on the 10th and Prof. D. Mahanta, also the Bureau, acted as consultant on the 11th. The main points arising out of the discussions on those two days have been recorded below separately.

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Transfer of Pupils

Some pupils left schools leaving their record cards behind. The question was whether these cards should be forwarded to the schools where the pupils would take admission. The answer was that the cards should not be transferred but relevant excerpts might be forwarded to the authorities on request. The "handing over" of records was not to be done in the spirit of 'police' reporting, but purely for diagnostic purposes. The headmistress might make a summary of points with suggestions for corrective measures for defects. The report might be in the nature of a testimonial if the occasion so demanded. The original cards should be stored in the school for a reasonable period of time for purposes of future reference.

Changes in Teachers

Teachers leaving employment should leave their notes behind to be entered later in the cumulative record cards, subject to alteration in the light of further experience and new developments.

Changes in class teachers as groups of pupils proceeded from class to class also broke into the continuity of observation and recording. The class-teacher system might need some modification in this respect, but, in any case a teacher should not take more than a month's time in getting to know her class. Change in class teachers, however, had one good point in that it tended to cancel personal equations.

Prizes for Motivating Class

This kind of motivation was considered to be undesirable. There were too many pupils running after too few prizes. If prizes had to be given there should be prizes also for the degrees of improvement achieved by puipls.

Averaging of Achievement

More than two sets of examination marks should be used for averaging while the optimum number would be from six to eight sets in schools where monthly or weekly examinations were held. Objective and essay types of examinations should be held and averaged separately.

Personality and Interests

The first question was regarding how to lead pupils to express their personality traits. Group discussions and cocurricular activities might be utilised to bring these out. Curricular practices

also could be modified to give greater scope for self expression.

The greater difficulty in this matter was that there were no established standards for measuring these qualities. The question was how to make assessments objective and reliable. For example, in assessing a quality like "leadership" some may rate it in terms of verbal glibness and others by the amount of support a girl enjoyed in class. The example of "mental balance" was then cited. It was felt that the term "never" used by the Board of Secondary Education was too categorical for application to human behaviour. It was mentioned that some better balanced pupils seemed to lack in interest and sensibility and the general conclusion was that factors of intelligence and interests should be strictly overlooked in judging emotional balance.

Personality traits were often difficult to assess because differences in the influence of teachers' personalities and pupils' own interests in different subjects often led pupil-behaviour to differ from class to class. Lack of emotional balance in the teacher, again, often added complaints in rating.

Objectivity in Rating

To avoid the 'halo' effect of excellence in one or more fields, assessment of personality traits and interests should be made quality by quality with the whole class in view and not pupil by pupil. As each quality is taken up, the whole class should be considered to find out who have it in the greatest and who is in the least degree. These should be placed in the A and C categories respectively while the rest should be marked B or "not rated". Lists of names of pupils in each class should be cyclostyled and separate sheets should be used for the rating of different traits. The number of sheets should be equal to the number of traits multiplied by the number of times they are to be rated.

The five point scale was superior to the three-point, but the Board recommended the three point scale for the initial period on account of its being less complicated. Some better-equipped schools, however are already using the five-point-scale.

Admittedly, psychological findings by teachers could never be completely objective and impersonal but the general tendency in rating by discussion was towards some degree of objective standardisation by cancellation. Really bad pupil-teacher relationshipse vitiating records were rare and it was upto the headmistresses to put the best-balanced teachers to this task.

The danger of wrong rating was not as great as was being made out in certain quarters. The subjective factor was much more strongly prevalent in the system of rating through essay type examinations only. Actually much greater harm was being done by this than the new ways of recording could ever do.

It should be constantly kept in mind that the main purpose of rating is to help development and that these ratings would not be used for serious purposes until some degree of standardisation has been achieved.

Responsibility for Recording

In each class one person should be responsible for recording for all classroom situations and another for extramural activities. Rating should be done twice a year after round table discussions by "boards" constituted with the class-teacher and other teachers most closely connected with the class. The class teacher should be ultimately responsible for all records and should take a sufficient number of classes in order to know her pupils thoroughly. Only in case of the class teacher's not being sufficiently well-balanced it would be upto the headmistress to entrust some other teacher with the responsibility.

The career master should act as a resource person in the school regarding all problems of rating. She is expected to know more about these

things and to have a readier accass to the 'Bureau'. A school guidance committee could be formed with the headmistress as the chairman and the career master as the secretary.

Observation Notes

Copious notes were not required to be kept. Most pupils being easy to rate only difficult cases needed to be followed with the help of notes. Notes should not be entered immediately after an incident, —time should be allowed for opinion to be stabilised. Notes may be entered periodically:—daily, weekly or monthly and time should be found somehow to meet together for discussion and rating.

Problem Children

The case of a healthy girl, quite good at her studies, was mentioned. She developed a complex that some teachers from another school had taken her photograph on some occasion. She persisted in making this and similar trivial complaints and drew her parents into these to such an extent that the school authorities were compelled to advise her temporary withdrawal.

In another case, a healthy girl from a well-to-do family pretended to be an orphan or that her father was dead and her mother was bringing her up with great difficulty.

It was felt that, in judging such cases, the importance of home-influence should never be underestimated for some of these problem-children might have been created by problem-parents. Improvement in home-school contacts might lead to better assessment of the role each played in education. Parent Teach Associations might be developed for this purpose.

Remedial Measures

Modern psychology places mild cases of behaviourly irregularities within the scope of education. It is believed that 60% of behaviour problems can be solved by sympathetic understanding by teachers. The Bureau of Educational Research was trying to evolve ways and means for rendering expert help to schools so that minor cases of psychosis could be cured by the teachers themselves.

It was considering the training of qualified teachers who would be able to deal with these aberrations with expert knowledge. It was also going to start a pilot project of an experimental centre for dealing with backward and problem-children at the Sakhawat Memorial Girls' High School. The scheme might be extended to other schools also if this centre proved successful. Meanwhile help could be rendered through the Department of Extension Services of the Institute of Education for Women if case forms were forwarded through them.

II

11. 12. 59

Introduction

The experiences of maintaining Cumulative record cards did not present only problems. There were good effects like greater cooperation amongst teachers and a will to know more about pupils. Many teachers had started to realise that this was a step towards the fulfilment of a long-felt want in the system of school education and the intra-school and interschool discussions generated a sense of a wareness. The large number of difficulties that do not admit of solution from today to morrow should not make one oblivious of the gains already made.

Pupil Teacher Ratio

It was admitted that more time and leisure should be given to teachers in order to maintain proper records, but the questions how and when still remained unanswered. The demand for additional teachers was an administrative problem which the present meeting was not competent to take up but it could be stated, without disclosing any secret that both the Education Department and the Board of Secondary Education of West Bengal were considering these points.

At the present, however, there was no addi-

tional help for this extra work and the pupil-teacher ratio in schools was far from satisfactory. One teacher, now, had about 36/40 pupils in a class while the proper ratio should have been 1 : 20. The relief suggested by the Bureau of Educational and Psychological Research is that there should be one career master and one teacher specially trained in the techniques of maintaining Cumulative record cards in each school and an addition of one to every six members to the strength of the staff.

TEACHERS' MEETINGS

Under the present circumstances it was admittedly difficult to arrange for meetings of teachers, but this had to be managed somehow for the sake of objectively in rating. It was generally accepted that the final meetings of teachers before making entries on the cumulative record cards should be held just after the annual examinations though some felt that it should be done before the examinations as a large number of girls absented themselves from schools after the examinations were over.

RECORDS AND FILES

As a step towards orienting the cumulative record card towards a developmental study, files should be maintained for each pupil under record. This would involve problems of allotment of work to teachers and storage space and also the financial problems of the purchase of almirahs and files. So far as the financial aspect was concerned, it was suggested that part of the session fees could be utilised for the purpose.

When teachers' notes are maintained they should be filed. The class teacher should be in charge of the files and should draw attention to pupils who are overlooked. She should take a great deal of interest in her pupils and have full opportunity of coming into close contact with them and knowing their parents.

Notes should be specific, based on actual findings and reports should be kept ready for reference at the time of parents' meetings.

The cumulative record cards are steadily confidential, but that does not mean that they could not be drawn upon for reference if and where needed. It would be necessary to consult parents for data and, at times, to discuss points with parents and even pupils.

PERSONALITY TRAITS AND INTERESTS

These were absorbing subjects for study, but extremely difficult to rate. In a few cases there might be a great deal of interest without ability but interest was generally found to be accompanied by ability in the subject.

Personality traits and interests could be observed through extra-curricular activities but, as there was no complete arrangement (in some cases none whatever) for extracurricular activities in many schools, the difficulties regarding rating for personality traits and interests could not be removed without change in curricular practices through methodological reform.

CURRICULAR PRACTICES

There was need for experimental work for this purpose. The highest classes (IX-XI) being preoccupied with and controlled by the requirements of the final examinations, the junior high school stage (VI-VIII) was best suited for such experiments.

The syllabuses prescribed by the Board of Secondary Education were drawn up before the introduction of the cumulative record cards by bodies without concern for psychological principles of education. The cumulative record card represented the new aims of education,—the development of personality rather than the inculcation of skills and information which was the primary objective of the current syllabus. Experiments on methods should therefore require readjustment of the syllabuses.

Details of year to year work could be readjusted according to the fundamental principles of education leaving the total subject matter of the three year period (VI-VIII) intact.

Reference to the syllabus of Arithmetic was made for an example. The syllabus from class III to class VIII contains much useless repetition while a majority of pupils showed substandard achievements even after six years of intensive training. The argument that repetition gives facility has been thus exploded by the poor records of pupil attainment. On the other hand, life related methods would create interest and save time and energy. Sums should arise out of the pupils' life situations and they should not only work out given sums but make their own sums out of felt needs.

Another example was taken from a topic in Indian history to show how to develop pupil-initiative and provoke thinking. If the topic of Sirazdaula had four days alloted for it, the work could be finished in three days if the pupils were asked to do their own reading, to collect materials and information. The fourth day could then by devoted to thought-provoking discussions.

Application of these new methods would enable the teachers to observe interests and sense of responsibility of the pupils. It would also help to bring out abilities of original thinking, of collecting, and presenting materials and preparing exhibits.

Objections to meet

Some of the participants were apprehensive that inspectors might require rigid adherence to the syllabuses and all were sure that parents preferred the rote method of teaching as easier to control at home.

It was however, realised that anything new was bound to raise objections in the beginning but the educators would have to educate society. Parents' days could be made use of to communicate new ideas about education.

The headmistress of an important girls school stated that she had successfully reshuffled and reformulated syllabuses to suit the psychological requirements of class teaching and had invited parents for observation and exchange of ideas. She had also introduced other types of activities to help in rating pupils for the cumulative record cards.

A difficulty about inculcation of new ideas through parents' day meetings was that there was no scope for close contacts in such large gatherings. Class by class group meetings of parents was suggested by some as a solution.

A FORM FOR FOLLOW UP GUIDANCE

Questionnaire

1. What are you doing these days ? (Underline the answer)
   Studying — Working — Both studying and working
   Looking for a job — Taking some training
   (If so name it)..
2. If studying, are you ding so privately or in an institution ?
   If in an institution, name it..
   What subjects are you studying ?...
   ....
3. If working, what job are you doing ?..
   In what kind of work place or Establishment ?...............................
   (such as Government Office, Mechanical-workshop, Retail clothshop etc.)
4. Even if not working now have you done any paid work since you left school ?........................ Name the job......................
   For how long ?..................
5. Have you been refused admission in any college or other institution ?.......
   If so name it...
6. Your present address :...
   ....
   ....

Name..............................

Letter accompanying questionnaire

33, Probyn Road,
DELHI-8.

Dear,

You will remember that I came to your school and talked to you about some of the opportunities for your further education and employment. A few of you also came to my office and we discussed your plans for your future. But I have not had the opportunity to learn what you eventually decided to do, nor anything about the difficulties you may have had to face. Your school principal and I are both keen to know how you are getting on. We would herefore like you to fill up the enclosed form and return it to the above address as soon as possible.

It will be very nice if you can also write a leter giving a fuller account of your experiences since eaving school, but please first post this form so that we can have it immediately.

Wishing you every success in life.

Sincerely,
(Counsellor)

(Reprinted from Guidance News published by the Govt. of India, Ministry of Education)

REPORT OF THE COURSE ON ELEMENTS OF CIVICS AND ECONOMICS FOR HIGHER SECONDARY SCHOOLS

(10.10.59 — 28.10.59)

REPORT OF GROUP II
Syllabus Reconstruction

(*Co-ordinator's Note*: There was a feeling amongst the teachers that the order in which topics have been arranged in the syllabus is not one of graded difficulties. This group, therefore, sat together to write down the following suggestions for changes which they have found useful in teaching their classes.)

1. The first topic of the syllabus for class IX is National Income and its distribution. It is not easy for the beginners to understand unless they have some knowledge about the factors of production, land and its productivity and Capital. So National Income may be introduced as the last topic of the syllabus for class IX.

2. The last topic of the syllabus for class IX dealing with Economic Structure of an underdeveloped economy is too difficult to be understood by the students at this stage. So this topic may be included in the course of class X and may be taught after the topics, Role of Govt. of India's Five Year Plans etc.

In-stead of the above mentioned topics the first topic of the syllabus for class X i.e., froms of business organisation may be introduced in class IX.

3. International Trade should be dealt with after the study of markets, price determination and different types of factor incomes.

Pratima Basak,
Geeta Banerjee,
Bidyut Lata Mahalanabish,
(Recorder).

REPORT OF GROUP V
Audio-Sisual Materials in Teaching (Films)

The Cinema film has certain characteristics which make it particularly useful as an aid to teaching and to research. The cinema is an extremely plastic medium. It offers a wealth of technical devices which should be subservient to the intention of the film, which should promote both cognitive and conative responses. A good film should be acceptable both from the technical angle and from the nature and treatment of its theme as an artistic unity.

The documentary film at its best is not only a presentation of facts but it is an artistic production with the qualities of unity in diversity. The lesson should be planned so that the film occupies its proper place in the total period of time, and is used in conjunction with the teacher's own exposition, questioning, activity by the class and discussion.

Short teaching films should deal in a straightforward manner with a single unit of exposition in the teaching of Civics and Economics.

As a result of our discussion (during the training period of ten days) as to when the film is to be shown in the class our group came to the following conclusions :

(1) The time limit of the period to be made longer i.e. from 45 minutes to 60 minutes.
(2) The film to be shown once a week after

the topic is done in the class and the class will discuss the whole thing once again to recapitulate and the girls will take the initiative therein with the help of the teacher.

(3) The film to be shown at the very beginning of the class and the students are to require to take notes on what they see and listen during the show. Then the teachers, after the film show is over will ask the students what they realised from the film-show. After that the teacher will discuss the whole thing before the class.

But over and above these conclusions (at which our group reached) we think there might be other acceptable view points also.

During our training period the department had kindly made arrangements for film shows on various topics on Economics and politics and the group is of opinion that these films if shown to the girls while teaching Economics will serve to elucidate the ideas presented to them in the abstract.

KALYANI BOSE (Recorder)
UMA GANGULI
KRISHNA ROY

Coordinator's Note :

The was also some discussion about 'how' the films could be used in class-room teaching. This was of special importance because the films made by the Films Division of the Government of India not being educational films are meant for the masses of our people and not for school-pupils. The Group felt that it would have been a good thing if educational films were available, but also thought about ways and means of putting the existing ones to class-room use. These films would be used not for the study of the subjects but as audiovisual aids and extension of study-material into life. The following example may be cited. The film 'Health for the Millions' shows the measures taken by the Government for improving the health of the people and also how to observe the primary rules of healthful cleanliness. The latter may be redundant for pupils in higher secondary schools as instructive material but may be used by the teachers to explain how the Government are approaching the people for educating them in health matters.

The units of film showings were constructed subjectwise, .ie.:—

Unit I — Money, banking, commerce, taxation and cooperation.
Unit II — Planning, health, welfare and employment.
Unit III — Constitution of India and citizenship.
Unit IV — Defence of India.

All the units were connected with the subject matter included in the syllabus.

LIST OF FILMS SHOWN DURING THE TRAINING COURSE

Unit I :—
Money and Banking
Gateways of Commerce
Your Contribution
Consolidation of Holdings
Cooperative Farming.

Unit II :—
Tomorrow is Ours
Projects for Plenty
Road to Welfare State
Peoples Participation
Health for the Millions
Dawn of Social Security
Industrial Safety
Man power bank.

Unit III :—
Rights of Man
Our Constitution
Our Panchayats
It is your Vote
Case of Mr. X

Unit IV :—

National Cadet Corps
Our Navy
In Defence of Freedom
Our Territorial Army

Note :—Reports of Groups III & IV one printed in the Bengali Section.

THE GENERAL REPORT

Thanks to the organisation of the Department of Extension Services, a number of teachers were given the opportunity of attending a training course which provided them with guidance regarding is the teaching of Civics and Economics in Higher Secondary Schools. Twenty two teachers participated in it five among them belonged to local schools but most came from outside Calcutta.

The participants were divided into six small groups and specific duties were allotted to each of them. Each group, in its own sphere, tried to find out the methods by which the subject can be made interesting to their pupils. There was a lot of discussion regarding the applicability of these methods in practice.

The most interesting part of the training was the lectures delivered by learned professors from different colleges. Mention may be made of the lectures given by Prof. S. Gupta on "The Value of Money and Price Determination Under Different Market Conditions; by Prof. N. K. Bhattacharya on "International Trade" and "Markets" and by Prof. A. Dutt on "Democracy". Father Mali of St. Xaviers College was kind enough to discuss some of the problems of an underdeveloped economy. Prof. Nirmal Chandra Bhattacharyya provided us with a history of the background of the Indian Constitution. Guidance in teaching methods was ably provided by Mrs. S. Sengupta and Prof. Mrs. S. Dutta. There were film shows for which our thanks should go to the film libraries of the Social Education Department of the Government of West Bengal and the Films Division og the Government of India.

Sri K. L. Das of the David Hare Training College helped us to prepare some charts with the Silk-Screen.

The training course was of ten days' duration and terminated on the 28th October. A Social gathering was held on the evening of that date. Miss M. Bose, Chief Inspector of Girls' Schools gave away the certificates of attendance and the participants got up a tea-party by contributions from amongst themselves. As the course clarified some of our problems, it benefited us all. Moreover, the social relationship that grew up among the trainees made it enjoyable. Lastly, we must express our deep gratitude to Mrs. Kalyani Karlekar, without whose help, it would not have been a success.

SWASTI SANYAL.

STATEMEMNTS OF PROBLEMS BY PARTICIPANTS

ECONOMICS

1. National income — how to present in IX — It should not be the first topic as pupils should have some knowledge of wealth, production etc. before they can understand this.
2. Determination of value under different market conditions — teachers need clarification. Please suggest suitable examples for marginal value and price.
3. Economic structure —
   — how to relate with standard of living?
   — how to relate with development planning?
4. Money — Teachers need clarification re: creation of money.
5. Technical skill — how to relate with other topics of the syllabus, e.g., unemloyment, labour supply, population (man-power).
6. Rent — (1) Teachers need clasification re: origin, sources,
   (2) how to present difference of rent and interest in class XI.

CIVICS

7. Election of President of India — how to explain sufficiently simply?
8. Socialism & Capitalism — how to make clear.
9. Public Finance — Teachers need clarification re: borrowing & financing of development.

PROGRAMME

OF THE TRAINING COURSE ON THE ELEMENTS OF CIVICS & ECONOMICS FOR HIGHER SECONDARY SCHOOLS

(Held in October, 1959)

Monday, the 19th —

10-30 A.M. — Registration of Participants and Programme construction.

11-00 A.M. — Grouping and problem-finding.

12-00 NOON — Classification of problems.

1-00 P.M. — Tiffin break.

2-00 P.M. — "General Approach to the teaching of Civics and Economics. A talk by Sm. S. Sengupta followed by discussion.

Tuesday, the 20th —

11-00 A.M. — "General Price Level" — talk by Prof. S. Gupta, followed by discussion.

1-00 P.M. — Tiffin break followed by general discussion on "Visual Materials" conducted by the coordinator.

2-00 P.M. — "Principles of Education" talk by Prof. Mrs. S. Dutta followed by discussion.

Wednesday, the 21st —

11-00 A.M. — Group work.

12-00 NOON — General discussion on "Chart-making" under the guidance of Sri K. L. Das.

1-30 P.M. — Tiffin break.

2-00 P.M. — "General Method" talk by Prof. Mrs. S. Dutta followed by discussion.

Thursday, the 22nd —

11-00 A.M. — "International Trade" talk by Prof. N. K. Bhattacharya, followed by discussion.

1-00 P.M. — Tiffin break followed by group-work.

2-00 P.M. — "Price Determination" talk by Prof. S. Guha followed by discussion.

Friday, the 23rd —

11-00 A.M. — "Economic Planning with Special Reference to India's Five Year Plans" talk by Prof. S. Gupta followed by discussion.

1-00 P.M. — Tiffin break followed by group work.

2-00 P.M. — "Society, State and Government" talk by Prof. K. C. De followed by discussion.

4-00 P.M. — Film show — Unit I.

Saturday, the 24th —

11-00 A.M. — "Markets" — talk by Prof. N. K. Bhattacharya followed by discussion.

1-00 P.M. — Tiffin break followed by group work.

2-00 P.M. — "Democracy" talk by Prof. A. Dutt followed by discussion.

Sunday, the 25th —

12-00 NOON — Two talks by Prof. K. C. De each followed by discussion, viz.—

1. Origin and Development of Human Society and the Family.
2. The Government—Forms and Functions of the Government. Socialism and Democracy.

Monday, the 26th —

11-00 A.M. — "Economic Structure" talk by Father Mali folowed by discussion.

1-00 P.M. — Tiffin break followed by group work.

2-00 P.M. — "Constitution of India" talk by Prof. N. C. Bhattacharya followed by discussion.

4-00 P.M. — Film show — Unit II.

Tuesday, the 27th —

1-00 A.M. — "Forms of Business Organisation" talk by Father Mali followed by discussion.

1-00 P.M. — Tiffin break followed by group work.

2-00 P.M. — "Constitution of India" continuation by Prof. N. C. Bhattacharya.

4-00 P.M. — Film show — Unit III.

Wednesday, the 28 —

11-00 A.M. — Two talks by Prof. C. Ganguly each followed by discussion,

1. National Income and Factors of Production.
2. Population, Natural Resources, Capital and Technical Skill.

3-00 P.M. — Tiffin break followed by film show, Unit IV.

4-30 P.M. — Closing social and award of certificates.

LIST OF PARTICIPANTS

(COURSE ON ELEMENTS OF CIVICS AND ECONOMICS FOR HIGHER SECONDARY SCHOOLS HELD FROM THE 28TH OCTOBER, 1959)

Aligunge Girls High School

1. Meera Sen

Amta Balika Vidyalaya

2. Madhuri Dhar
3. Santwana Matiya

Ashokenagar Banipith Girls' High School

4. Gita Bhattacharya
5. Manjusri Sengupta

Bethune Collegiate School

6. Swasti Sanyal

Binodini Girls' School, Hooghly

7. Lily Mukherjee

Brahmo Balika Siksalaya

8. Sushama Banerjee

Garifa Girls' Higher Secondary School

9. Geeta Banerjee

Kalyangarh Balika Vidyalaya

10. Bela Ghose
11. Gayatri Bhattacharya

Lady Carmichael Girls' School

12. Subhadra Chatterjee

Muralidhar Girls' School

13. Krishna Roy

Nutbehari Das Girls' High School

14. Gita Basu
15. Shila Datta
16. Uma Ganguly

Paharipur Girls' Jr. H. School

17. Pratima Basak

Rajkumari Sanatanamoyee Higher Secondary Multipurpose School

18. Bidyutlata Mahalanabis

Ranaghat Brojobala Girls' High School

19. Latika Mukhherjee

Sammilita Udbastu M. P. Girls' School

20. Renu Gupta

Sabitri Mahajati Vidyapith

21. Arati Banerjee

S. E. Rly. Girls' H. E. School

22. Kalyani Bose.

Book Review

"SAHAJ TARKAVIDYA O MONOVIGNAN" by Prof. Bibhuranjan Guha and Prof. Mrs. Santi Dutt. Publishers—Indian Associated Publishing Co. Private Ltd., 8C, Ramanath Majumder St., Calcutta 12. Price—Rs. 5/-.

We are glad to acknowledge the receipt of the above book. It is a book on Logic and Psychology, written mainly for the pupils of higher secondary schools.

The book covers the complete syllabus, and as it appears from the preface that the authors took great trouble to clarify the syllabus by discussions with prominent members of the syllabus committee, and have written accordingly. This will help the pupils immensely, and also guide the teachers to select the topics and determine the standard of subjects, hitherto taught in the intermediate and degree classes only.

Regarding the Logic section, we must admire the simplicity of language and the lucidity of style. Logic is avery abstract and difficult subject. But the authors have well succeeded to present it in a most interesting manner. The examples are homely and interesting. Especially the examples of propositions and inferences always refer to known and familiar objects and events. Induction is the terror of students. The authors have utilised their long experience as teachers, so that induction appears to students both interesting and useful. Usually in most books inferences are presented to the young learner symbolically, and this abstract treatment seems to students both confusing and uninteresting. But the authors have avoided this error and the examples given are always refreshing, and the subject has always been treated with reference to concrete. This is really a most sound educational procedure.

Regarding the psychology section also the same remarks are applicable. A difficult subject like psychology which was so long taught mainly in the degree classes only has been introduced to adolescent learners in a most interesting, easy and lucid manner, with plenty of examples from their daily lives. Besides the theoretical portion, it has a part on statistics and another on experimental psychology. In the statistics section each formula has been worked out with help of actual sums and each step has been stated clearly. At the end of each topic there are exercises and questions, which the pupils would appreciate very much. Special mention should be made of the experimental psychology section. It is a subject, books on which are rare even in English, not to speak of Bengali. The authors have taken great care to illustrate the apparatus, and the use of it. Each experiment has been written in the way it should be conducted in the laboratory, and recorded in the experimentor's note book. The calculation of the results, setting of apparatus, procedure of the experiment. introspective reports — all have been clearly stated. Both authors were brilliant students of Dacca University where experimental psychology was taught at great length as part of philosophy, and they have well utilised their knowledge and rendered a good service to our pupils. A special virtue of the book is that a number of pencil paper tests been given. As many schools have not yet been able to set up a laboratory, these tests will help the pupils and teachers to carry on their practical work to some extent without apparatus. Another feature ofthe book is a complete list of apparatus necessary to set up a psychological laboratory.

The authors have taken pains to quote extracts from books by Fitchener, Myers, Whipple etc. These are rare books, and the quotations have made the present work a really valuable one.

In short, the pupils and teachers will be highly benefitted by this book. It has solved the dearth of a good text book on Logic and Psychology for secondary school pupils. The price of the book is very moderate in consideration ofthe bulk of book and a number of blocks and illustrations.

(*Contributed*)

"A MANUAL OF FIRST AID FOR MENTAL HEALTH IN CHILDHOOD AND ADOLESCENCE", by S. L. Green & A. B. Rothenberg. (Jullian Press, New York) Price 4 dollars. Pp. 1-278.

The book is a guide to parents and teachers but "plain folks" also who are interested in the well-being of children and the future society. The findings in the fields of Psychology, psychoanalysis and spychiatry and even sociology have drawn the educators' attention to the importance of developing mental and emotional balance in the child side by side with his physical health. The "mind diseased" is a danger to the "physique" also. Usually the so-called "bad" children are not in good mental health. Every parent and every teacher has to deal with "delinquency, truancy; chronic disobedience and other forms of persistently wayward behaviour" either at home or school. For the correct guidance of children and adolescents the teacher must equip himself with relevant knowledge on the subject. The book under review offers to the reader in a non-technical language a valuable fund of this relevant knowledge. In the course of eleven thought-provoking chapters (containing quite a large number of case-studies which are pleasant reading), the authors deal with common as well as the less common forms of mental disorders and disturbances, probe into their genesis and suggest helpful suggestions. 'Mental Hygiene' is included in the syllabus of Elementary Hygiene in our schools. The teacher of this subject will get immense help from this book from the pens of two specialists in this field of whom one is a member of the medical profession.

"VISUAL METHODS IN EDUCATION", by W. L. Summer, (Basil Blackwell, Oxford, 1956. Pp. 1-231. Price 15s.

Professor Summer's book on Teaching of Science is a popular book. Here is another book from the pen of the learned professor of education, the first edition of which came out in 1951. There are quite a number of books on Visual Education or Audio-Visual Education but they are mainly descriptive in nature. Professor Summer's book in addition to descriptions of the visual aids (which are short) deal mainly with 'fundamental Principles' of "visual methods in education". He has also given in brief in the first chapter of the book the history of the "Development of Educational Theory in respect to Visual Aids". The author has confined the treatment to "visual tools" only for teaching and learning beginning with the blackboard and pictorial illustrations in text books about the neglect of which the author very significantly notes in the Preface — 'the glamour of elaborate optical aids has tended in recent years to obscure the sterling value of good blackboard and pictorial work . . . " In the chapter VII on Visual Methods and the curriculum the author has given useful "details of all possible aids to the teaching of every subject in the curriculum", which will help the teachers of the subjects in a very practical way. The appendices at the end of the book provide hints and suggestions of a technical nature on quite a number of operations which any teacher can try for himself e.g. making chalk drawings permanent, making lantern slides, film cleaning and so on.

"SUGGESTIONS ON THE TEACHING OF HISTORY, by C. P. Hill (Unesco publication). Price 4s. Pp. 1-112 & Bibliography (113-115).

The pamphlet has been compiled by Mr. C. P. Hill of Bristol Grammar School and contains the suggestions on the teaching of History of seventy teachers from 32 different countries, who met in an International Seminar in 1951 near Paris, orga-

nised by Unesco. The main emphasis is at this Seminar was placed on the contribution which the teaching of history can make to international understanding. The book is divided into the following seven chapters viz. International Understanding and the Teaching of History, Syllabus and Subject Matter, Methods and Teaching Aids, The Teaching of History to Children under Twelve years of Age, The Teaching of History to children between twelve and fifteen years of age, and the Teacher of History. "The raw material of history is humanity itself" and "the teacher of history should be capable of summunicating to pupils a living sense of what history is about" Attempts have been made in the pamphlet under review to show how the teacher can achieve the ends of teaching history in a world context. This moderately priced book should be in the hands of every teacher of history.

(Reprinted from the Bulletin of the Development of Extension Services of the Govt. Training College, Hooghly.)

Review of Work

The end of December is the time to ring out the old and ring in the new and is therefore the time when must remember that the new can be built only on the foundation of the old, that fresh peaks of achievement can be reached only through the plateaux of prior attainments.

As educationists we invite the new and the old together to our annual seminars, workshops and conferences of the education week to be held in January. We welcome the newcomers as priceless assets and revive old friends as invaluable allies some of whom have become our advisers and resource persons. We always hope that a teacher having come to us once will continue her participation in our activities but our hopes often remain unfulfilled. There are a number of teachers who, having attended one or two of our programmes seemed to have dropped out of our horizon. To them and to all, our request is to come again and again. If our programmes have become boring, they should advise us about how to change them to suit their needs. We request them to remember that they have something to give to the Department even if the Department can give nothing to them. We would like to remind them that just friendship is a rich reward if nothing else has been gained.

We have acquired some new friends and have been visited by some of our old ones through our programmes in the quarter under review.

A ten-day training course on the Elements of Civics and Economics was held from the 19th to 28th October (both days and Sunday inclusive), 1959. We were not able to offer hostel accommodation to teachers from outside Calcutta and only twentytwo out of over fifty applicants were able to attend. This small number, however, proved to be a blessing in disguise, for the compact group was able to profit more from the work than an unwieldily large group could have done.

Lectures on contents and methods were delivered by training college lecturers and professors of Economics and Political Science. There was group work on the reconstruction of the syllabus, planning of projects and units and the use of charts and films in teaching the subject. Films were shown to the participants and the silk screen was used to produce charts. The participants worked more than five hours on some days.

Certificates of attendance were awarded at a social gathering on the 29th in the evening by Miss M. Bose, Chief Inspector, Women's Education. The participants treated the guests to tea and entertainment was provided by a show of cartoon films.

Detailed reports on the various activities in the course have been printed elsewhere. Some parts of these which have been written in Bengali will appear in our Bengali Annual Sravani.

Some of our old friends came back for two oneday follow up workshop meetings of teachers who had attended either of the two training courses on the maintenance of cumulative record cards were held on the 10th and 11th December. Twenty five teachers attended on each day (50 in all) to thresh out various practical problems arising out of their experiences in connection with the maintenance of the records in schools, in the presence of representatives of the Bureau of Educational and Psychological Research. The headmistress of some of the schools also attended. The points arising out of the discussions have been printed elsewhere.

Mention must be made, amongst our friends,